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ABSTRACT

In order to clarify policy on teacher load at College of the Mainland (COM), a special committee asked 46 Texas two-year colleges to submit their policies on faculty load (29 did so), selected three responding Texas two-year colleges for further interviews, conducted a literature review, profiled current loads at COM, and sent a questionnaire to all COM faculty members (84 percent responded). This document contains the findings, conclusions, and recommendations of the special committee. Findings indicated little uniformity of policy. It was concluded that the question of teacher load is a local issue dealt with according to local conditions and typically under the administration and approval of the responsible dean. Results of the faculty questionnaire indicated that COM faculty members were involved in varying amounts of non-teaching activities and that they carried extremely varying teaching loads. The document includes copies of the policies submitted by the 29 Texas two-year colleges, transcripts of the interviews, tables of data illustrating Texas load policies, and the faculty questionnaire with tabulated responses. Also included are a position description for a full-time instructor at COM, the self-study report on faculty load, and committee recommendations for formulae to measure teacher load. (DC)

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FACULTY LOAD

A Report to the Dean of Instruction

by
A Special Committee
to
Clarify Policy on Teacher Load

JC 750 415

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College of the Mainland
Texas City, Texas
May 23, 1975

2

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I COMMITTEE'S CHARGE

COLLEGE OF THE MAINLAND

Date November 11, 1974

TO: Committee on Committees

FROM: Donald F. Mortvedt
Initiator

SUBJECT: Clarify Policy on Teacher Load
(Primary Characteristic of Problem)

Objectives of Committee's Task:

1) Examine current policy on teacher's load at COM and make informed recommendations to the office of the Dean of Instruction for a suitable revision.
2) The faculty work load at COM should relfect the college's purpose/missions and the Division's goals and objectives.
3)

Completion Date Desired: February 1, 1975

Special Requests for Membership:

Michael Bordelon, Chairman	Ann Sherrill
Sallie Cowgill	Bob Shinn
Marie Dalton	Bill Spillar
Millie Kemp	Jerry Vaughn

Background Material:

x Attached

_____ Unavailable

_____ Meeting with Study Group Requested

Action of Standing Committee on Committees:

Approved request with the committee as above

II COMMITTEE PROCEDURES

In order to make its recommendations, the committee took the following steps:

1. In its first meeting, the committee reviewed and discussed its charge and brainstormed the steps which it should take to investigate and research the problem.

2. The committee requested a statement of policy on faculty load from 46 Texas Junior and Community Colleges. The committee received responses from 29 of the colleges.

3. After a review of the policies of 29 colleges, the committee selected three for a telephone conference.

4. The committee then analyzed the results of the survey of Texas Community Colleges and the three telephone conferences and drew conclusions.

5. A research of literature was made using the Eric System.

6. The committee decided to do a profile on current load at College of the Mainland. A survey questionnaire was designed on the basis of the COM Instructors Position Description.

7. Each member of the committee interviewed seven to eight instructors of the college to complete the survey questionnaire.

8. The committee concluded its findings of the survey as it related to the Instructor Position Description.

9. An interview was held with the College of the Mainland Associate Deans and Dean of Instruction to receive their input to the committee.

10. At this point, the committee terminated its research and investigation and determined the assumptions and philosophy on which it would make its recommendations.

11. The committee brainstormed the possibilities and alternatives for a load policy.

12. The committee requested additional information and a brief questionnaire was sent out to all faculty on which there was an 84 percent response.

13. Recommendations were formulated.

14. The proposed recommendations were distributed to all faculty and administration.

15. An open forum was held in which the committee listened to criticism, suggestions and questions on its proposal. No one from the administration was present.

16. The committee evaluated input for the open forum.

17. The proposed recommendations were revised on the basis of the input from all represented sources of the college.

18. The proposal was forwarded to the Dean of Instruction.

To adapt this model to another position in the college for example, AVT Instructor, the following steps should be taken.

1. Establish the activity to be measured, preferably a position description should be used to define the activity.

2. Research the available literature on the position to guarantee that activities are not overlooked, underestimated, or overestimated.

3. Research similar activities in other institutions.

4. Design a survey questionnaire related to the activities of the position.

5. Administer the survey questionnaire using an interview.

6. Draw conclusions on the survey questionnaire as it relates the load to the activity.

7. Determine the assumptions upon which the activity and load should be based.

8. Identify the measurable variables and give them specific definitions.

9. Request any additional information that may be needed.

10. Construct a formula such that each term of the formula measures a particular activity as a percentage of the position.

11. Set the constraints for the formula and identify acceptable adjustments.

12. Test and revise the formula and constraints.

III LOAD POLICIES FROM TEXAS JUNIOR COLLEGES AND TRANSCRIPTS OF INTERVIEWS

1.

BRAZOSPORT COLLEGE

I am in receipt of your letter of December 6, 1974, in which you request information concerning the teacher work load at Brazosport College. The policy as presented in the Policies, Rules, and Regulations of the Board of Regents, Brazosport College, is as follows:

> An instructors' contractual teaching assignment will normally not exceed 16 credit hours for lecture classes. (Lab hours will be equated under a formula developed by the administration.) Exceptions may be made in any given semester if necessitated by needs of the college. Instructors are expected to maintain scheduled office hours during which they will be available to students for consultation. A minimum of thirty-five clock hours per week should normally be scheduled on campus.

A faculty member's load is dependent upon so many variables (credit hours, contact hours, number of students, number of preparations, type of courses, course development work, committee assignments, etc.) that we have been unable to develop any concrete formula. Our policy calls for a teaching load of 15-16 credit hours and we do not exceed this, but in many cases teachers do not teach this number of credit hours due to an unusual number of contact hours, preparations, etc.

I am sorry I cannot be of more assistance to you. If you develop a policy which includes the variables mentioned above, we would appreciate receiving a copy.

CLARENDON COLLEGE 2.

Below you will find the teacher load portion of the Handbook of Policies, rules and regulations for Clarendon College copied from page 47:

TEACHER LOAD

The Dean of Instruction is charged with the responsibility of making teacher assignments and teaching loads in keeping with the standards of the accrediting agencies.

The normal teacher assignment will be 15 to 16 semester hours per teacher, not to exceed 750 student contact hours and three preparations.

Lab time for figuring teacher load is equated two hours in the lab for one credit hour. Vocational and Technical courses teacher loads are equated on a semester hour basis represented by 30 contact hours equals 15 semester hours.

Non-credit courses are not a part of our policy statement. I hope this will help you in your research.

Clinton 200.03

3.

Western Texas College

SNYDER, TEXAS 79549

4118

Personnel

Teaching Load

A full-time faculty member's teaching load shall consist of 15-18 load hours per week. Normally, the teaching load will not exceed 18 load hours per week. Teaching load of faculty members who have administrative assignments shall be determined by the dean.

In order to determine load hours, one should use the following formula:

One load hour equals:

1. one lecture hour
2. two laboratory hours
3. one and one-half P. E. Activity hours
4. one and one-half private instruction hours

Members of the faculty are expected to allocate a minimum of 35 hours per week for teaching and office time.

Personnel

Teaching Load

The teaching schedule has been prepared for each faculty member to teach 15 or 18 semester hours of work, or the equivalent in contact hours. Normal load is a maximum of five 3-hour classes or four 4-hour classes, including laboratories. No faculty member should be assigned more than four different preparations unless he requests it.

[redacted]

TEMPLE JUNIOR COLLEGE

4.

We wish you good fortune in your efforts to construct a new faculty load policy. We are only a few months ahead of you in this same task, but unfortunately have not, as of yet, reached any final conclusions. If you like, you might communicate directly with Mr. James Taylor of our faculty for additional information on our findings in this matter.

2. What is the normal teaching load at ACC?

Teaching loads assigned to faculty members will vary among the different program areas and with the courses taught. Loads are set in such a way that the result is equity and reasonableness in relationship to what the individual faculty member is expected to do and to maintenance of quality in the teaching components of his total responsibility. Extra duties related to operation of the college, such as committee assignments, participation in administration, and student activities, are taken into consideration. The number of contact hours, number of preparations, number of students involved, and the amount of help available are factors to be considered. Outside responsibilities assumed by the faculty member should not cause encroachments upon either the quality or quantity of work he is employed to perform by the institution.

At present, a full-time teaching load in academic courses is 14 to 17 contact hours per week. In occupational programs a full-time load is 24 contact hours per week. All teaching loads are approved by the Executive Dean of the college.

When it is in the interest of the college or when the professional training of a faculty member is an important factor, a faculty member may teach more than a full load and be compensated at the rate which would be paid a part-time faculty member to teach the "overload." However, no full-time faculty member may teach more than one overload course during each semester. All teaching overloads must be approved by the Dean of Instruction.

Faculty members who teach non-credit adult vocational or continuing education courses do so on their own time, scheduled not to interfere with their on-going responsibilities to the college.

Members of the full-time faculty are expected to allocate a minimum total of 35 hours per week for teaching and office time.

3. How is the faculty load computed?

The Loading Committee, a group of six full-time faculty members appointed by the Faculty Council (appointed each semester with rotating terms) recommends policy on faculty teaching loads. This committee is currently working on a plan for determining and distributing work loads for full-time faculty members as suggested by Standards 5 and 7 of the Southern Association of Colleges and Schools' Standards of the College Delegate Assembly. The committee will recommend to the Faculty Council point values to weight the various instructional and administrative duties of faculty members so that equal loading for each faculty member may be assured.

The loading policy is based on the idea that if an instructor has 450 student contact hours, serves on one standing committee, and keeps the required number of office hours, he is "fully loaded." Thus, 450 student contact hours (150 students x 3 contact hours = 450) are translated into points. Duties such as committee work, course development, administrative work, lab work, and variables

such as the kind of course taught, support services available, and physical facilities are given point values to be included with the instructor's loading points. When an instructor's load reaches a 450-point limit (+ or - 30), he/she will have the number of students taught reduced or will not be required to perform some extra-instructional duties if they would cause him to be loaded more than 450 points (+ or - 30). The loading policy serves as a guide for the number of students an instructor teaches and the number of extra-instructional duties he performs.

The committee will review and recommend approval of or recommend changes in the loading proposal of each faculty member submitted to the committee by that faculty member's Program Leader. If the faculty member has a question on changes in loading points recommended by the committee or disagrees with the Program Leader on the point determination, he/she may appeal to the committee directly.

At the beginning of each semester, each faculty member will compute his/her loading points in consultation with the Program Leader. The Program Leader will then submit each loading proposal to the committee for review.

The loading committee will review and revise its loading policy in response to the suggestions of the faculty and the administration and according to the changing needs of the college environment.

4. How many hours per week must a faculty member be available for student conferences?

All full-time academic faculty members are required to maintain an average of at least two scheduled hours per day (i.e., ten hours per week) to be available to students for individual conferences. Vocational-technical faculty are required to maintain 5 hours per week. These hours are to be included in the materials describing the course which are distributed to each student at the beginning of each course. Conference hours become a part of the faculty member's schedule, and are to be provided to the appropriate dean. Full-time faculty members are expected to allocate a minimum of 35 hours per week for teaching, preparation, and office time.

ANGER JUNIOR COLLEGE 6.

Excuse my delay in answering your letter about our teaching loads. Our policy for academic classes is 5 five lecture classes are a full load or four classes with labs are a full load. Non credit class teachers are paid by the class and we have never had one instructor teaching over two classes at one time. A copy of our teacher load statement for vocational-technical instructors is enclosed.

I hope this brief summary answers your questions about our teaching loads. If you have further questions, feel free to contact me.

DEL MAR COLLEGE
CORPUS CHRISTI, TEXAS 78404

7.

Faculty Responsibilities, Continued.

206.2 Teaching loads assigned to the faculty will vary within the different departments and with the subjects taught. Loads are set in such a way that the result is equitable and reasonable in relationship to what the individual faculty member is expected to do and to maintenance of scholastic quality in the teaching components of his total responsibility. Extra duties related to operation of the school, such as committee assignments, participation in administration, and student activities, are taken into consideration. The number of contact hours, number of preparations, number of students involved, and the amount of help available are factors to be considered. Outside responsiblities assumed by the faculty member should not cause encroachments upon either the quality or quantity of work he is employed to perform by the institution.

During the long session, faculty members' full time teaching loads in academic courses should be 14 to 16 equated semester hours (2 hours of a laboratory per week equals one semester hour), or the load could be a minimum of 12 semester hours and 18 to 24 contact hours per week. In applied music, 24 contact hours per week (of college credit teaching) is a full load. Load for teachers of vocational courses is 30 contact hours per week. The minimum number of students necessary for a technology class is 12. All faculty loads are approved by the Vice President of the College.

During summer terms, 15 students per class is the minimum for full salary where the teaching load is two classes and 18 is the minimum where the teaching load is one class. Full time teaching loads should be four to six semester hours; there should be a minimum of 15 contact hours per week.

Where it is in the interest of the College or where the professional training of a faculty member is an important factor, a teacher may teach more than a full load if additional work is no more than 30 contact hours in a semester. Such additional teaching must be approved by the appropriate Divisional Dean.

Texarkana College
TEXARKANA, TEXAS 75501
OFFICE OF THE DEAN OF FACULTY

8

MGB:jlw

15 Hours

Lec [redacted]

Lab 3/2 11

10

LAREDO JUNIOR COLLEGE
LAREDO, TEXAS

TEACHING LOAD

A full teaching load in the *Academic Division for the Fall and Spring Semesters shall be fifteen semester hours with a minimum student load of 100 students and a maximum student load of 150 students. However, exceptions may be made when assignments include three or more preparations. Teachers with more than the maximum student load shall be paid X/30 of an extra class at the semester hour rate. A teacher with less than 100 students may be assigned a sixth class with no extra pay, except that extra pay shall be received for more than 150 students.

In history, government and other classes where the size of the class is less likely to affect the teaching effectiveness, four classes up to a total of 180 students constitute a full load. Instructors in these areas with more than 180 students will be paid X/30 of an extra class at the hourly rate.

A full teaching load for an English instructor shall be four classes of twelve semester hours with a minimum student load of 90 students and a maximum student load of 120 students. English instructors with more than 120 students shall be paid X/30 of an extra class at the hourly rate. An English instructor with less than 90 students may be assigned a fifth class with no extra pay, except that extra pay shall be received for more than 120 students.

The normal teaching load for Summer Sessions is six hours per session. Teaching assignments are usually finalized at the end of the regular registration period. For pay purposes, class size and teaching loads are figured as of the twelfth class day.

With the approval of the appropriate Dean and the President, the instructor's class load may be reduced to allow for special duties such as the direction of a campus drama production, the choir, the intramural activities, college newspaper or other special duties.

*Guidelines for the Occupational and Continuing Education Division are being developed.

VERNON REGIONAL JUNIOR COLLEGE

Teaching Load Defined

10

A full-time faculty member's teaching load shall consist of 15 load hours per week. Normally, the teaching load will not exceed 18 load hours per week. Teaching load of faculty members who have administrative assignments shall be determined by the President.

In order to determine load hours, one should use the following formula:

One load hour equals: 1. one lecture hour

2. two laboratory hours

3. one and one-half P.E. activity hours

11.

OFFICE OF THE PRESIDENT
AMARILLO COLLEGE
P. O. BOX 447
AMARILLO, TEXAS

ON IX. Duties and Responsibilities.

A. Membership in the faculty of Amarillo College implies duties and responsibilities as well as rights and privileges. The statements listed below outline the teaching load and state some of the duties and responsibilities of faculty members.

1. The standard teaching load at Amarillo College is fifteen semester hours, or the equivalent, which may be assigned in either the Day or the Evening College. Variations among departments will require that teaching loads be defined for each department and revised periodically. The Vice President will determine faculty load, and notify the chairman of each department as to the number of semester or contact hours for that department.

2. The maximum teaching load is eighteen semester hours, or the equivalent of eighteen semester hours, and only a small percentage of the faculty may be permitted to carry this maximum.

3. In addition to the teaching load, each member of the faculty is expected to be active in the various student programs and to serve as a chaperone or a sponsor when requested.

4. Much of the work of the College is carried on through committees. Faculty members serve on the standing and ad hoc committees of the College.

5. Tenured members of the faculty must have the master's degree or its equivalent. Teaching assignments can be made only in a field of specialization.

6. Faculty members are subject to call for briefing on procedures for orientation and registration of students and for general planning of the year's work. Faculty members will have the same holidays as are listed in the annual catalog except where duties and responsibilities incident to their assignments require otherwise.

7. Faculty members are required to maintain an average of at least three office hours a day for each five-day teaching week. During these office hours faculty members must be available for student conferences and for committee meetings.

LEE COLLEGE

12.

G. Teaching Load

The usual full-time teaching load for fall and spring semesters is 15 semester hours or three lab courses. A proportionate load in terms of clock hours is determined by the appropriate Dean, with the consent of the Department Chairman, for teaching fields which include a laboratory and in music which includes individual instruction. Additional compensation is to be paid for hours of instruction beyond the usual teaching load. Extension courses are assigned through acceptance of the instructor involved, his Department Chairman, and the Dean of Instruction. Compensation will be in accordance with the faculty salary schedule.

Instructors are expected to maintain scheduled office hours during which they will be available to students for consultation. A minimum of 35 clock hours per week shall be scheduled on campus exclusive of overtime instruction.

1701
ANGELINA COLLEGE
P. O. Box 1768
Lufkin, Texas 75901

13.

In regard to your inquiry about policy for teacher's load, the following is from our Faculty Handbook:

"The general policy in regard to teaching load shall require the assignment of 14 to 16 semester hours (or the equivalent) of teaching, with the average to be recognized as 15. Proper adjustments may be made to increase or decrease the number of semester hours of assigned teaching to be considered a normal load taking into account total student enrollments, and total number of contact hours. If the enrollments in the regular day school do not prove sufficient at any time to assign a full teaching load to any particular instructor, it shall be within the province of the President or the Dean of Instruction to assign similar work in the Evening Division, without additional pay, or other non-teaching duties, until each instructor has been assigned a normal load. In general, the upper limits of assignments shall be 18 semester hours, or equivalent hours, in accordance with generally accepted procedures in junior colleges in this section of the United States."

I hope that this will be of help to you.

Southwest Texas Junior College

REAL, UVALDE, AND ZAVALA COUNTIES

14.

Southwest Texas Junior College's policy on teaching load:

Academic Faculty: 15 semester hours or 18 contact hours per week.

Technical-Vocational Faculty: 20 to 36 clock hours per week depending upon the nature of the program.

2. Professional Personnel

a. Non-teaching professional personnel shall work 40 hours per week during a seven day week.

b. The usual full-time teaching load for instructional personnel during the fall and spring semesters is as follows:

	Contact Hours	Load Units
Laboratories	2	1
Lectures	1	1
Physical Education	2	1
Private Music	1	1
Shops	2	1

During each semester of the nine-month academic year, fifteen (15) load units or their equivalent in special duties, as determined by the President, is considered a full-time teaching load. This policy shall not preclude a faculty member from receiving extra compensation for teaching in a program of continuing education, or for carrying an assignment in excess of fifteen (15) load units during a semester.

Overload pay for load units beyond a full-time teaching load will be computed according to the current faculty salary schedule.

In some instances faculty members may be required to teach one extension course to complete a full-time teaching load.

Full-time faculty members should be given first priority to teach extra classes for extra pay within areas of competency in both on campus and extension programs. Division Chairmen should notify the Vice-President for Instruction well in advance of the preparation of the class schedule of those instructors desiring to teach overload classes in order that commitments may be made for part-time faculty. Once a commitment is made to a part-time faculty member, the College assumes a moral obligation to its commitment unless the class does not develop or a regular full-time faculty member is assigned the class to complete a full work load.

Instructors are expected to maintain scheduled office hours during which time they will be available to students for consultation. A minimum of 35 clock hours per week shall be scheduled on campus exclusive of overtime instruction. It is estimated that approximately two to ten hours may be needed for committee work, student activities, community and professional activities.

TEXAS SOUTHMOST COLLEGE

16.

Teaching Load

The teaching load of an instructor varys, with no one teaching less than 15 basic instructional units (BIU) except those who have other assignments part-time in lieu of teaching (1 lecture hour or 1½ Lab hours= 1 BIU). Some instructors may be assigned a class scheduled during evening hours as a part of their regular teaching assignment. A limited number of faculty having full loads may be permitted to teach classes in excess of a normal full load and receive extra compensation. Those desiring to teach a class in excess of their full load should contact the Dean of the College or Dean of Applied Arts. Teaching overloads are limited to one course in excess of the normal teaching load.

17.

BLINN COLLEGE
BRENHAM, TEXAS 77833

The normal load for non-laboratory instructors is five classes of three semester hours credit, each class meeting three class hours per week. The normal load for an instructor teaching 2-2 classes is five classes. Laboratory work is considered on a two and one basis. The normal load for a science or home economics instructor is four 3-3 classes which is sixteen semester hours of college credit or twenty-four contact hours per week.

I shall appreciate it very much if you will send me a copy of your study. Thank you very kindly.

Cisco Junior College 18.
Cisco, Texas 76437

TEACHING LOADS:

The Executive Dean is charged with the responsibility of approving all teaching assignments and teaching loads. Generally, teaching loads shall be in keeping with standards of accrediting agencies. The normal teaching load at Cisco Junior College is fifteen (15) semester hours in lecture courses; this is usually five courses of three semester hours. For teaching loads that involve both lecture and labboratory instruction, laboratory hours are figured at one-half value. If an instructor has a preponderance of laboratory work, clock hours are the criteria used in evaluating teaching load; thirty (30) clock hours are the desired maximum. Exceptions may be made if enrollment in classes or the type of course justify these exceptions.

19.

Dallas County Community College District

701 Elm Street
Room 200
Dallas, Texas 75202
214/746-2129

Board of Trustees
R. L. Thornton, Jr.,
Chairman
Mrs. Eugene

The Dallas County Community College District current policy on teacher's load is:

An instructor's contractual teaching assignment will normally not exceed 15 credit hours for lecture classes. (Lab hours will be equated under a formula developed by the administration). Exceptions may be made in any given semester if necessitated by needs of the college. Instructors shall maintain scheduled office hours during which they will be available to students for consultation.

20. Central Texas College

At the present time, our policy on teacher's load differs for the academic and technical/vocational areas. The full-time instructor in the academic area maintains a semester's load of fifteen (15) semester credit hours or two-hundred (200) students. The requirement in the technical/vocational area is twenty-four (24) contact hours per week for the semester.

I hope that this is the information that you are seeking, and I will be very interested in the results of your study and your final policy concerning full time teacher's load.

Grayson County College

21

1-2-75

Our policy and procedures are too poor to be considered in a revision of your policies.

Truman Wester, C.C.

8001 palmer highway **texas city, texas 77590** **(713) 938-1211**

Odessa College

P. O. BOX 3752
ODESSA, TEXAS 79760
915-337-5381

Faculty Load

(1) Each faculty member will maintain from fifteen to eighteen lecture hours per week or the equivalent.

(2) One hour of laboratory teaching will be counted as two-thirds of one hour of lecture teaching.

(3) A laboratory contact hour will count as two-thirds of one hour of lecture teaching.

(4) Private lesson teaching will be counted as laboratory teaching, or two-thirds of one hour of lecture teaching.

(5) Each faculty member should have a minimum of seventy-five students or two hundred and twenty-five student contact hours per week.

(6) Each faculty member should have no more than one hundred fifty students or four hundred fifty student contact hours per week.

(7) Each faculty member who has less than seventy-five students or less than two hundred twenty-five student contact hours per week may be given an extra class, assigned other duties, or receive a reduction in pay.

(8) No faculty member should be assigned more than four different preparations unless he requests it.

TARRANT COUNTY JUNIOR COLLEGE DISTRICT

1400 THE ELECTRIC SERVICE BUILDING

23.

TEACHING LOAD

A full-time faculty member's teaching load shall consist of 15-18 load hours per week. Normally, the teaching load will not exceed 18 load hours per week. Teaching load of faculty members who have administrative assignments shall be determined by the Dean of Instruction.

In order to determine load hours, one should use the following formula:

One load hour equals:

1. one lecture hour
2. two laboratory hours
3. one and one-half P.E. Activity hours
4. one and one-half private instruction hours

An alternate formula must be approved in writing by the Dean of Instruction.

Members of the faculty are expected to allocate a minimum of 35 hours per week for teaching and office time.

24.

Panola Junior College

CARTHAGE, TEXAS 75633

TEACHING LOADS

The teaching loads for instructors at Panola Junior College are determined by using the following relations:

	Contact Hours	Load Units
Laboratories	2	1
Lectures	1	1
Physical Training	2	1
Private Music	1	1
Shops	2	1

Full-time teaching during each semester of the regular nine-month academic year consists of a minimum of 15 load units or their equivalent in special duties as assigned by the president.

25.

WEATHERFORD COLLEGE

In reference to your letter of December 6, 1974, to President Mince, in regard to our policy regarding teacher load, the following formula is applied at Weatherford College:

1 lecture hour = 1 load unit
2 lab hours = 1 load unit
2 P. E. activity hours = 1 load unit
2 shop hours = 1 load unit

The normal load is 15 load units. Division Directors teach 12 load units. Non-credit courses are not computed; thus, an instructor may teach a full load of credit courses and simultaneously work in one or more continuing education assignments.

You should understand that we are flexible, and although every effort is made to adhere to the above formula, certain exceptions do occur from time to time.

BEE COUNTY COLLEGE

26.

04.2.2 TEACHING LOAD

AN INSTRUCTOR'S CONTRACTUAL TEACHING ASSIGNMENT WILL NORMALLY NOT EXCEED 15 CREDIT HOURS FOR LECTURE CLASSES. (LAB HOURS WILL

4.7.0

BE EQUATED UNDER A FORMULA DEVELOPED BY THE ADMINISTRATION). EXCEPTIONS MAY BE MADE IN ANY GIVEN SEMESTER IF NECESSITATED BY NEEDS OF THE COLLEGE. INSTRUCTORS SHALL MAINTAIN SCHEDULED OFFICE HOURS DURING WHICH THEY WILL BE AVAILABLE TO STUDENTS FOR CONSULTATION.

04.2.2 (A) Teaching Load

The President, in consultation with the Deans of Instruction, is responsible for assigning teaching loads and for adjusting instructional loads because of atypical situations. As a general rule, instructors will not be assigned to more than three different course preparations. In special curriculum areas, class sizes may be adjusted in order to assure that course objectives can be met. In considering reasonable workloads, teaching experience, number of new course preparations, innovative instructional approaches, or other relevant factors may be considered in order to avoid an inequitable workload. The maximum credit load assigned an instructor will be 18 hours. Extra compensation will be provided for all credit hour loads in excess of 16 credit hours of instruction. In determining the credit hour load for supervisors of laboratories the ratio of two hours of laboratory supervision will be equal to one lecture hour. No instructor will be assigned duties based on this formula in excess of 18 credit hour equivalence.

McLENNAN COMMUNITY COLLEGE
1400 College Drive
Waco, Texas 76708 27.

POLICY RE TEACHING LOADS--EFFECTIVE FALL, 1970

1. A normal load for a full-time faculty member shall be 14-16 lecture hours (or the equivalent) per week with no more than 30 lecture hours (or the equivalent) during the nine-month academic year.

2. The following shall be equivalent to three lecture hours:

   a. Drama production
   b. Coaching intercollegiate sport (for the semester the sport is in progress)

3. Three laboratory hours are equivalent to two lecture hours. This would include labs in the following:

   a. Science
   b. Business
   c. Language

4. A teaching load in art shall consist of three studio classes and one lecture class or two studio classes and two lecture classes or the equivalent.

5. Six physical education activity hours shall be equivalent to five lecture hours.

6. A teaching load in ADN nursing shall consist of 14-16 lecture/clinical supervision hours.

7. Teaching loads of faculty members who have administrative assignments shall be determined by the Dean of Instruction with the approval of the President.

8. The opportunity to teach overloads during the Fall and Spring semesters shall be rotated among subject area faculty. The rotational system will function as follows:

   a. The order shall be initially determined by the date of employment. If two or more instructors in the same department have the same employment date, alphabetical order shall be the basis of establishing the rotation order.

   b. The initial order having been determined (beginning with the Fall term, 1972), rotation will continue in this basic order.

   c. Each subject area coordinator or program director will maintain, post, and make available to the subject area faculty an accurate rotation list.

d. If a faculty member is offered an overload and declines to accept the assignment, his name shall be placed at the bottom of the rotation list.

e. Special provisions....extra compensation, reduced load the following semester, etc., will be mutually agreed upon by the instructor, division director, and the Dean of Instruction.

f. Approval for the division director to assign an overload to an instructor must be arranged with the Dean of Instruction.

POLICY RE OUTSIDE WORK AND RESPONSIBILITIES

The Southern Association's Standards for colleges states:

> The institution should have suitable policies to protect against the assumption of outside responsibilities by the faculty member which might cause encroachments upon either the quality or quantity of the work he is employed to perform by the institution.

2.7.1 Workload

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El Paso Community College
6601 Dyer St.
El Paso, Texas 79904

1. A teaching load for one semester for full-time teaching staff will be defined as whichever one of the following occurs first:

   A. 15 credit hours

   B. 4 preparations for a total of 12 hours

   C. 21 contact hours

2. Full-time staff shall not be required to teach more than fifteen (15) credit hours each semester. An instructor may propose an alternate definition of his full time load based upon:

   A. number of students

   B. number and nature of contact hours

   C. time required for individual student conferences

   D. time required to read and correct student papers (Ex.: English themes, lab reports)

   E. amount and nature of assistance available to instructor (Ex.: professional assistance, readers, student lab assistants)

   F. and other relevant criteria.

3. The work week for non-instructional staff shall be forty hours or its equivalent as determined by the appropriate administrative officer.

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ALVIN JUNIOR COLLEGE

The following answer is in response to your December 6, 1974, letter to Dr. Jenkins requesting our college's policy concerning "teacher's loads."

First, Alvin, currently, does not employ any full-time faculty in the non-credit area. Second, the basic rule of thumb concerning faculty load is as follows: 15 credit hours or 20 contact hours in both the University Parallel and Occupational/Technical areas. Other factors such as number of preparations, new preparations, task force assignments, etc., are considered on an individual basis (the College is currently studying a more direct formula, as is the College of the Mainland). Third, the following statements cover overload pay for full-time faculty.

1. A new faculty member with rank of Instructor and in his first year of full-time appointment may not carry a teaching overload during his first semester at AJC.

2. There should be no overload allowed except when there is a demonstrated need. Until a full-time instructional load has been assumed by every member of a department, a faculty member in that department will not be considered for an overload.

   The student load in the department is to be considered in determining when an overload situation exists. For example: the normal course maximum should be approximated in most courses before additional sections of these courses can be justified.

3. Faculty members will be given an overload of only one course at a time.

4. Faculty members will generally be given an overload during only one semester each year.

5. Normally, there shall be no overload in summer school sessions.

6. No one will be allowed an overload unless it is <u>justified in writing</u> by the Division and Department Chairmen to the Dean of Instruction and the President of the College. All overload pay for full-time faculty members requires the approval of the President.

7. Full-time faculty members will be paid for an overload in accordance to the formula: Nine-month salary, divide by 30, multiply by number of hours beyond full load (*), multiply by 75%.

   * In cases involving both lecture and lab number hours for pay purposes is determined by counting each lecture hour as 1 and each lab hour as 2/3.

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8. A regular faculty member who has less than a full load may be assigned a Continuing Education course without extra compensation. Faculty members who are teaching a full load may be assigned responsibilities in Continuing Education with the approval of the Dean of Instruction; in such cases, the faculty member will receive extra compensation for his overload work in Continuing Education.

9. There is no overload pay for a Division Chairman or an Administrator whose pay is determined by a responsibility index of 1.1 or higher.

10. A faculty member who teaches an overload will be evaluated on his teaching performance in the overload class the same as any other class.

11. It should be understood that teaching an overload section does not relieve any faculty member of his normal and regular duties in relation to other college activities.

12. An overload assignment will be given only with the approval of the faculty member involved. Six classes in the fall with appropriate adjustment in the spring is not to be construed as an overload.

13. If an administrator teaches a class he is not entitled to extra compensation for this service.

OFFICE OF THE PRESIDENT 30.
Wharton County Junior College

Teaching Loads

A normal teaching load consists of up to fifteen equated hours. Each lecture hour equals one equated hour, and each laboratory, shop, or activity hour equals one-half an equated hour. An endeavor is made to equalize teaching loads as far as is practical in consideration to the number of course preparations, the number of student contact hours, and the number of student credit hours.

A normal teaching load may include classes in the evening, either on campus or by extension.

Compensation for an over-load is at the rate of $75.00 per equated half hour or $150.00 per equated hour. Instructors teaching in extension centers that are more than 10 miles distant from their homes are paid mileage. Instructors assigned to extension centers more than 10 miles distant from their homes as part of their regular teaching loads during the Fall or Spring Semesters are paid $5.00 per evening for extra time in transit.

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Conference Call by Faculty Load Committee, COM

Sheryl Romanick - Alvin

"I wonder if we could begin by having you tell us what you're doing over in Alvin about Faculty Load?" OK. There is some concern at Alvin Junior College because there seems to be about 50-50 full-time to part-time percentage for faculty, but that's not really related. The work that I am doing is that I am involved in a survey of enabling legislation across the United States for community colleges and this, the work that Don has given me access to is some information about what other states are doing, in so far as part-time and full-time teaching loads are concerned. Now, there are only three states of the 34 that responded to my survey that anyway put a maximum on the number of part-time faculty that an institution can have. North Carolina said that part-time faculty at an institution are not to exceed 10% of the total faculty personnel. If the amount of part-time is over this 10%, it has to be justified to the Director of the Department of Community Colleges. For the number of positions, that is, positions allocated for subsequent use may be reduced. That's North Carolina. In Ohio the minimum percentage of the ceiling on part-time faculty is 40% of the faculty personnel. In Pennsylvania full-time faculty must constitute a majority of the total full-time equivalent faculty employed. Now this can be anywhere from 51 to 100%.

"Sherry, are you recording a head count or instead a percent of classes?" No, I'm talking about a full-time equivalent faculty and where this is..... Yes, that's adding up hours and I'm talking about a class load of fifteen credit hours, that pretty much seems to be standard throughout the United States. Fifteen credit hours is considered to be full-time faculty load.

There doesn't seem to be a great deal of controversy about what a full-time faculty member's load should be. Of 12 responses, they said 15 credit hours was the optimum; it didn't want below 12 hours and not above 18 hours.

"Did they report to you their definition of credit hours?" I am assuming it

is the same credit hour as Texas uses. Some are on quarter system and some are on semester system. But, I am assuming 1 credit hour is equal to 1 contact hour per week.

"Did they discuss anything other than credit hours?" The only other thing used was contact hours. "What did they mention in terms of contact hours?" NC has 12 contact hours per week. Which I interpreted to mean 12 credit hours per semester. "Is that where you got the range of 12-18 hours?" The states of GA, NC, ND, IA, OH, and PA talked about a range of 12-18 credit hours or 12-18 contact hours per week.

"Do you know anything that might have been said about the workload in addition to the teaching load other than the 12-18 hours credit work?" (inaudible) Mentioned the Encham Data Base, more of an accounting system.

An example of the Chairman of a Division's load was determined at Alvin as 3/5 of their load is in teaching, 9 hours, and 2/5 is considered administrative work. That's how they divide it up for salary purposes.

"Perhaps laboratory courses are involved? How do they work this out in Alvin?" "How do you come up with this 15 hours? Where do you start determining overloads?" I'm not really aware. "Are the chairman involved at all in determining what is an overload or do they make recommendations to the Dean of Instruction?" She has no information on this.

"Are there any sort of guidelines saying that faculty members would be on 1 committee a year or 3 committees a year or develop 1 course or 3 courses or anything of that nature?" Here the course work requires a faculty member to put together packages, learning packages, but as yet their course load has not been reduced. They are doing this in addition to their committee work, course work, or whatever. The courses they are putting together are generally a course they are teaching at the time.

"Are full-time faculty members required to supervise part-time instructors? For example, if I am a full-time math instructor and there are 3 part-time teachers teaching college algebra, do I have to supply them with materials, textbooks, help them find their way around the campus, meet with them periodically to see if we are all doing the same thing?" No that is usually coordinated through the Chairman of the department. It could be voluntary, however.

"You mention research. Are the faculty every given leave time to do research?" No. Not really. The only research is for their course learning packages.

Lennis Polnac, Austin Community College

When we first started with setting up the Loading Policy, we needed something to quantify the signifigance, place a numerical value to what the faculty member was doing. Based on that whole premise we took the idea that a 450 student contact hour per semester to be a normal contact or load of teaching 5 courses with an average of 30 students. 450 student contact hours/semester and this he would probably serve on one committee. Now for the contractual course development and keep his office hours, that would probably be a full load. So, then we began to try to identify all the variables that would affect faculty load, and we have come up with a formula that traces each factor and gives it a specific point value. Now, whether that is high or low could be adjusted of course by scheduling.

The second factor we identified was the number of incompletes. The student who did not finish a course is given an incomplete under faculty direction and then part of that factor derives from the large number of part-time faculty. (inaudible) We give 1.point per student so we give 1 point per semester. ???? You could only claim 1 semester. We considered two preparations normal and above the two would be excessive, so we awarded 25 points per course, for multiple preparations above two. Development of individualized courses, very big on our _____. Would be given 40 points of development of more than one individualized course

because under our Faculty Handbook we are obligated by contract to develop objectives, tests, etc., individualized courses for one semester and one course. That instructor is required to do more than that, or by conditions of the department, needs to do more development, then he can claim 40 points. For that additional development through revising, developing new materials, 30 points. Teaching a course that hasnever existed before 25 points, lab development, (this applies to technical area into sciences, business particularly) 50 points per course, if there has been no development. If there had been some development we would have changed it to a lower figure, 40 points. An open lab, or tutorial way we give 15 points per hour per week.

Committee work is included. Depending on the nature of the committee, points are given anywhere from 5 to 50 points. We have broken it down to standing committees, 25 points through college-wide budget 25-50 points. There is a rule of thumb here... the committee would meet in general 3/4 of a point per hour per week. Say a committee met two hours per week for 8 weeks that would come to 12 points, and the faculty member would have to (inaudible) calculate this by the end of two weeks after the 12th day class rolls are actually in the hands of the faculty. We would be glad to send you a copy of this. (Asked for copy)

We have another set of duties pertaining to administrative duties, division chairman, something like that, or supervisors of faculty or part-time faculty, equipment coordination, scheduling of classes, number of courses supervised, interviews, advising students and administration of equipment-supply budget. Those kinds of factors are given point values and added into the formula so that we could figure fairly acurately according to a particular supervisor's duties how many classes in the load he could produce. So it would vary depending on the size of the department. We determine by programs and program leaders rather than departments and department chairmen. What we're trying to do is quantify, make it as objective as we can the duties that the instructor or the instructional

administrator performs during the course of the semester.

"How did you arrive at these factors?" We began rather intuitively at the beginning and got some figures off the top of our heads. Then we ran a couple trial runs during the past couple semesters, looking at what we are actually doing and trying to evaluate what the trial runs showed and how legitimate the factors were. Through the use of these trial runs, statistics, we find that there were several areas disproportionate to others so we reduced the number or added larger numbers in. We used the 3/4 point per hour per week concept and that's one way we used to compute equivalent anything that involves a specified amount of time.

Another way is to look at a class as 90 points, say a 3-contact hour class with 30 students. How does this activity stand up beside? (inaudible) 450 ÷ 40 (hrs./wk) over 11 points .... per hour per week.

"You said earlier that some courses because of their design or way they were being designed would mean more points for an instructor that is doing it." If there is development of objectives, tests, learning activities, evaluation techniques, he would receive compensation in points for doing this. "Who determines the compensation in points?" The process works through the immediate supervisor, which means the Department Chairman reporting or verifying these things to the Loading Committee, which is a committee on the Faculty Council (sometimes called the Faculty Senate). Program leaders are responsible to the faculty Council and ultimately to the Loading Committee. The Loading Committee then reports to the President through the Faculty Council, and most of the time these things are referred to the Deans for financial verification whether or not it is financially feasible or not. We would like to point out that this plan we are looking at (the 4th or 5th draft) we plan to present to the Faculty Council for their approval which in turn will be forwarded on to the Deans and President.

"How and when did you differentiate your teaching load for your Technical Vocational Instructors?" Actually there was no differentiation; it was one of

our goals in setting up the formula. To have a formula that would apply across the board to every course and program and based on the 450 points. You could arrive at that in a number of different ways. If an instructor teaches a 6-contact hour course with 19 students and he teaches 4 of those he would get 450 points. So it varies from number of students to class to number of contact hours which are variable and there are many variables that exist between departments. But, it all comes out to the same figure.

"Do you have any provision for a person or faculty member who would have a specially heavy load in one semester and a light load the next. How is that taken into consideration?" It states in the proposal to get someone who is inadvertently overloading theirselves... thereis no way to reduce a load or there is no way to compensate him in any other way than that. Once it is verified, there is the possibility that his load can be reduced for future semesters, To accommodate a person being overloaded one semester. We try to keep everybody within 450 points. That is plus or minus 30. So that if a person were way over we would try to talk about reducing his load in the following semester, so that he would be compensated that way. Another factor is that we specified that no instructor could be loaded out of instruction. He has to accumulate at least 150 points from contact with students. That doesn't happen too often but in some of the bigger programs where there are thousands of students.. in larger schools.

Another factor, by specifying what a supervisor does, what the Chairman does, and by bringing down in specific duties and points attached to those duties, then he can give those duties to someone else, some other full-time faculty member. Then that faculty member would receive points for that duty. So, that is one way of supplying load. And I might add too, that so everybody in the institution, as nearly as possible, is working doing similar work or has a similar load. We are not especially concerned, we are but, everybody may be overloaded according to other standards. People may have concepts that they think everybody in the

institution is overloaded or underloaded but at least everybody is overloaded equally.

"Is this something that for instance the faculty member would sit down with his program leader or supervisor and work this out or just fill out a form and submit it saying this is what my load appears to be? Or, how is this handled?" Actually it is both ways. We have a column on the sheet that calls for the instructor to explain why he is entitled to that number of points, and he would work very closely with his program leader to determine these points. Some of them are very easily computed so there wouldn't be that much and ther wouldn't be a real need to supervise the assigning these points, but in some cases where the sum of the points are open to some variation he would work it out with the program leader and in turn the Committee would review the justification for those points and recommend they be accepted or modified in some way. In addition, there, because the Committee continues to exist as a standing committee of the college there is an opportunity for an instructor at any semester to suggest points for himself through his program leader suggest why these should be included in the present system some additional duties that we have not included exceptional duties and will go directly to the Committee to evaluate the points.

"Have you implemented this plan already or is it just in the talking stage? We began working on it last spring. We have done two trial runs on it. Trying to relate statistical evidence of its accuracy or inaccuracy and we continually present that input to the administration to help them in understanding it and trying to relate it to the budget. So that is a primary consideration, working and trying to make this work within the limitations of the budget.

"What kind of numbers have you collected to try to validate this? In other words how did you go back t o the faculty and say this is an accurate point to assign to this particular activity? What kind of analysis did you use?" Members of the committee are from each division of the school, and every time a trial run

was run they would get this data from the faculty members and compile it, and we made lists of the various factors and listed the faculty by alphabetic order and looked at the number of points claimed for each factor. Then when we went through that list to see where abnormal numbers of points were claimed then we would go back to our factors to see if maybe the point value or maybe the factors had to be looked at. We have done that twice. We can again send you a copy of our last data run, then you can see what our format is. That would be helpful.

We rely very heavily on input from the faculty members. For each run and each review of the factors, they gave us their input whether the point values were feasible. They felt that the first set of factors was too complicated, and the new format, you can see, is quite a bit simplified. Another thing we are trying to do is evaluate the appropriateness of the instrument. Trying to relate it to what the faculty members are actually doing. We also had a general session where all faculty members were in front of the committee members. They would give us direct feed-back on various things. We have input from the President and the Deans.

"Do you think the system is really a manageable one?" At the beginning of the semester we had our doubts, but now that we have gone through several revisions and simplified it greatly, yes, I do think it is manageable.

Dennis Kriewald, Laredo Junior College , President of the Faculty Senate

The committee has been constituted of administrators, two board members and myself. I am the only faculty member serving. Last March we were given the charge of revising the college Policy and Procedures Manual which has not been revised for the last ten years. Included in this was the teaching load revision.

"Have you come up with a policy on teacher load different from what most colleges have said was their load policy?" With two exceptions, in History and Government, the normal teaching load is 4 classes with a total of up to 180 students and in

English classes we have 4 classes with a normal teaching load being 90 students.

"How did the committee arrive at all these variable ways of determining load?" Well, most of that has been policy for several years. The English Department load has been policy for ten years and the only change this time was in History and Government, because these are usually larger sections and also in teaching load it was determined if an instructor has several different preparations he would not be given extra classes which would sometimes result when enrollment was low. But, those are the only changes we made in teaching load, but otherwise it is 15 hours.

"Do the faculty go along now with the changes that have been made?" Yes, there was a little bit of questioning about why the English Department has a lower load (12 contact hours rather than just 15 which most of the others have), and there was a dispute about, "Would we be given extra classes if enrollment is small in our classes in a particular semester?" which is what is happening now, but generally it is satisfactory to most of the faculty members.

"Is there a different load factor for instructors in the Technical Vocation area?" They have no guidelines set up. "None at all?" It is just up to their Dean. "And the Board hasn't said anything?" Guidelines are being developed. Part of the reason for that is up until a few years ago we didn't have much of an enrollment in Technical Vocational education. Now all that is changed and the TEA and our Dean are setting up guidelines in TV education.

"You mentioned extra assignments? What kind of extra assignments are you referring to?" An extra class. "Is there some number of maximum preparations then that a person might have if enrollment in individual classes really went down?" Just one extra class, that is the maximum; it is extra classes not number of students.

"How did your committee go about trying to rewrite that particular part of the manual. Did you ask the faculty for input, or did they look at other colleges to see what they are doing? It sounds that there wasn't much done about faculty

load at all inthe old manual." There wasn't that much objection to the way it was set up, both from administrators and faculty, there were no real complaints. Everyone seemed to be satisfied with the five courses which was normal. The only complaint was that instructors are given extra classes, otherwise there was not much change from the old manual.

"Are you starting to do a lot of self-paced courses and writing objectives, doing some of these kinds of things? Yes. Have any of these had an effect on faculty perceptions about load?" No, not yet, that I am aware of. Most of this has been done with various individual committees not necessarily departmental committees. There is also a section of the college devoted to (federal program) a program called Bilingual Studies, which is basically behavioral objectives and things of this nature, in teaching the students, but generally it has not filtered down to the teaching load level yet.

IV ANALYSIS OF LOAD POLICIES FROM TEXAS JUNIOR COLLEGES

TEACHING LOAD DEFINITIONS
FROM
TEXAS JUNIOR COLLEGES TEACHER LOAD POLICY STATEMENTS

SCHOOL	Sem Hours	Clock Hours	Student Contact Hrs	# of Preparations	Lab Hr Equation	Tech/V Policy	Work Week	Comments
Brazosport College	15-16 per week or equiv	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as Different	35 hrs	1. In many cases teachers do no teach specified number of cr hours due to ususual circum-stances. 2. Exceptions are made if need necessitates.
Clarendon College	15-16 per week or equiv	Not Specified	750 Max. per week	3 Maximum	2 Lab Hrs =1 credit hour	30 Contact Hours = 15 Semester Hrs.	Not Speci-fied	1. Dean of Instruction makes decisions on teacher assign-ments and teaching loads.
Western Texas College	15-18 per week or equiv	Not Specified	Not Specified	Not Specified	2 Lab Hrs = 1 credit hour	Not Specified as Different	Not Speci-fied	1. Teaching load administrators to be determined by Dean.
Temple Junior College	15-18 per week or equiv	Five 3 hr classes or Four 4 hr classes	Not Specified	4 Maximum	Not Specified	Not Specified as Different	Not Speci-fied	1. Working on problem for sever months and have reached no conclusions.
ACC	Not Specified	14-17 per week	450 or equivalent	Not Specified	Not Specified	24 Contact Hours	35 Hours	1. Point system based upon 450 student contact hours, one standing committee, and 35 hour week. 2. Faculty member computes loa points with Program Leader. Program Leader then submits each "loading" proposal for committee review.
Ranger Jr. College	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as Different	Not Speci-fied	1. Uses the rule of 5 lecture classes or 4 classes with l as a full load.

SCHOOL	Semester Hours	Clock Hours	Student Contact hrs.	# of Preparations	Lab Hr. Equation	Tech/Voc Policy	Work Week	Comments
Del Mar College	14-16 (Equated) per week or equiv	Not Specified	Not Specified	Not Specified	2 Lab Hrs. = 1 Semester hour	30 Contact hours per week	Not Specified	1. Teaching loads vary within the different departments and with the subjects taught. 2. Extra duties related to the operation of the school are taken into consideration. 3. All faculty loads approved by Vice President of College.
Laredo Jr. College	15 per week or equiv.	Not Specified	300 Min. 450 Max. per week	3 Max.	Not Specified	Not Specified as different	Not Specified	1. NONE
Vernon Jr. College	15-18 Per Week or Equiv	Not Specified	Not Specified	Not Specified	2 [illegible] Hrs. = 1 Credit Hour	Not Specified as different	Not Specified	1. Teaching load of Administrator will be determined by the President.
Amarillo College	15-18 Per Week or Equiv	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as different	Not Specified	1. Variations among departments required that teaching loads b defined for each department (division). 2. Vice President determines faculty load and notifies the Chairman of each division as t the number of semester or contact hours for that department.
Lee College	15 S.H. or 3 Lab Courses or Equivalent	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as different	35 Hours	1. Loads proportionate to the teaching load definition based on semester hours are determined by the appropriate Dean with the consent of the Chairma
Angelina College	14-16 Per Week or Equiv	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as different	Not Specified	1. Teaching load adjustments are at the discretion of the Dean of Instruction.

SCHOOL	Semester Hours	Clock Hours	Student Contact Hrs.	# of Prepartations	Lab Hr. Equation	Tech/Voc Policy	Work Week	Comments
Southwest Texas Jr. College	15 Per Week or Equivalent	18	Not Specified	Not Specified	Not Specified	20-36 Per Week Depending on Program	Not Specified	1. NONE
Cooke County College	15 Per Week or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hours = 1 Credit Hour	Not Specified as different	35 Hours	1. 2 to 10 hours per week are anticipated for committee wo student activities, and comm nity or professional activit 2. Teaching load equivalency is determined by the President.
Texas Southwest College	15 Per Week or Equivalent	Not Specified	Not Specified	Not Specified	1½ Lab Hours = 1 Credit Hr.	Not Specified as different	Not Specified	1. NONE
Blinn College	15 or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hrs. = 1 Credit Hour	16 Semester Hrs. or 24 Contact Hrs. Per Week	Not Specified	1. NONE
Cisco Jr. College	15 or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hrs. = 1 Credit Hour	30 Contact Hrs. Per Week Maximum	Not Specified	1. Executive Dean is charged wi responsibility of approving teaching assignments and tea ing loads. 2. Exceptions as to type of cou
Dallas County Community College	15 or Equivalent	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified as Different	Not Specified	1. Exceptions may be made as found necessary
Central Texas College	15 or Equivalent	Not Specified	600 Max.	Not Specified	Not Specified	24 Contact Hrs. Per Week	Not Specified	1. NONE

SCHOOL	Semester Hours	Clock Hours	Student Contact Hrs.	# of Prepartations	Lab Hr. Equation	Tech/Voc Policy	Work Week	Comments
Odessa College	15-18 or Equivalent	Not Specified	275 Min 450 Max.	4 Maximum	1 Lab Hour = 2/3 Lecture Hr.	Not Specified as Different	Not Specified	1. NONE
Tarrant County Jr. College	15 Min 18 Max or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hrs. = 1 Lecture Hour	Not Specified as Different	35 Hours Minimum	1. Teaching load of faculty members who have administrative assignments shall be determined by the Dean of Instruction.
Panola Jr. College	15 or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hours = 1 Lecture Hour	Not Specified as Different	Not Specified	1. NONE
Weatherford College	15 or Equiv	Not Specified	Not Specified	Not Specified	2 Lab Hrs. = 1 Load Unit	Not Specified as Different	Not Specified	1. Exceptions occur and are accommodated.
Bee County College	15 or Equivalent	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified As Different	Not Specified	1. Exceptions occur and are accommodated. 2. The President, in conjunctior with the Deans of Instructior is responsible for assigning teaching loads.
McLennan Community College	14-16 Per Week or Equivalent	Not Specified	Not Specified	Not Specified	3 Lab Hrs. = 2 Lecture Hours	Not Specified as being different	Not Specified	1. Teaching loads of administrat shall be determined by the De of Instruction with the appro of the President.
El Paso Community College	15 Per Week or Equivalent	21 Per Week Max.	Not Specified	4 Preparations Max.	Not Specified	Not Specified as different	40 Hours	1. Exceptions occur and the instructor proposes the alter nate teaching load.

SCHOOL	Semester Hours	Clock Hours	Student Contact Hrs.	# of Prepartations	Lab Hr. Equation	Tech/Voc Policy	Work Week	Comments
Alvin Jr. College	15 Per Week or Equivalent	Not Specified	20 Per Week Maximum	Not Specified	Not Specified	Specified As The Same As Academic Programs		1. College is currently studyin a more direct formula for computing teacher loads.
Wharton Community Jr. College	15 Per Week or Equivalent	Not Specified	Not Specified	Not Specified	2 Lab Hours = 1 Lecture Hour	Not Specified as Being Different		

V CONCLUSIONS BASED ON ANALYSIS OF LOAD POLICIES FROM TEXAS JUNIOR COLLEGES

In reviewing the Teaching Load Definitions, taken from Texas Junior and Community College Teaching Load Policy Statements, the variance that occurs indicates that little uniformity of policy prevails on the subject. In analyzing the variances, one finds the most often specified commonality is in the teaching load definition in terms of credit (semester) hours and most often specified at 15 to 18 credit (semester) hours per week. The contact hour composition of 15 to 18 credit hours is loosely interpreted at the academic standard of 1 contact hour equating to 1 credit (semester) hour. The equation of laboratory hours in terms of credit (semester) hours ranges from a 1 for 1 to a 2 for 1 basis with the colleges being split approximately on an even basis.

The firmest conclusion that can be reached from this analysis is that the question of teaching load is a local issue, dealt with according to the conditions that prevail and typically under the administration and approval of the responsible Dean.

VI RESEARCH OF LITERATURE ON LOAD POLICIES

BIBLIOGRAPHY

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(2) Faculty Load Policies and Practices in Public Junior and Community Colleges, ERIC, ED-070-429

(3) Faculty Activity Analysis:Procedures Manual, ERIC, ED-084-998

(4) Faculty Workloads - A Critical Examination, ERIC. ED-067-065

(5) Faculty Workload, ERIC, Topical Paper 46

(6) Faculty Activity and Outcomes Survey, INCHEMS

(7) A Way Out of the Faculty Load Muddle, Fitzgerald James, Junior College Journal

(8) Section 7, Standard Five, Southern Association Standards (Proposed)

VII COLLEGE OF THE MAINLAND LOAD PROFILE QUESTIONNAIRE

2-10-75

DATA FOR THE COMMITTEE TO CLARIFY POLICY ON FACULTY LOAD

1. Total number of students taught in one semester (use spring '75 12th class day rolls).

2. Number of distinct courses that you are teaching this spring.

3. Number of scheduled contact hours per week this spring (the sum of the numbers in the boxes below should be the total for item 3).

   a. Taught by the lecture method; formal presentation primarily one-way communication.

   b. Laboratory; instructing, preparing, and supervising student investigation.

   c. Independent Study; for example: Math Lab, Typing Lab, Reading Lab, etc.

   d. Recitation/discussion; two-way communication of the course materials.

   e. Tutorial; students work one-to-one with the instructor.

4. Number of officially reported office hours per week.

5. Number of individual student conferences or tutoring sessions not officially scheduled. Estimate the average per week.

6. Number of course documents prepared or revised beginning January 1974, ending January 1975.

7. Number of committee assignments, as a part of College of the Mainland's Committee on Committees Program, beginning in September 1974 to the present.

8. Number of above committees you chaired.

9. Number of advisory committee assignments locally or for the state for 74-75.

10. Number of above committees you chaired.

11. Number of Division or sub-Division meetings per month.

12. Number of sponsorships of COM clubs, activities, etc., for which there is no monetary reimbursement for 74-75.

☐ 13. Number of sponsorships of COM clubs, activities, etc., for which there is monetary reimbursement for 74-75.

☐ 14. Number of students given personal career or financial counseling, outside of normal advisement (estimate for Fall 74).

☐ 15. Number of students helped in career placement. That is, number of students you helped to find a job, wrote letters of reference, arranged job interviews for them, etc., as part of your normal workload (estimate for Fall 74).

☐ 16. Number of overload classes taught without pay for 74-75.

☐ 17. Number of overload classes taught with pay for 74-75.

☐ 18. Number of course coordinations; how many courses are you the coordinator for? A coordinator is defined as one who must periodically call and chair meetings with other instructors teaching the course (for 74-75).

☐ 19. Number of part-time instructors, full time instructors, interns, or paraprofessionals you are required to assist, supervise, that is, provide them with documents, materials, tests, etc. since September 1974.

☐ 20. Number of lectures or public seminars you have performed as a member of the college community for which you did not receive pay since September 1974.

☐ 21. Number of professional consultations you performed as a member of the college community without pay since September 1974.

☐ 22. Number of student assistants or student tutors you supervise (for 74-75).

☐ 23. Estimate the number of your student recruiting sessions for 74-75.

☐ 24. Estimate the number of your articulation sessions with senior colleges or high schools for 74-75.

☐ 25. Number of courses taught where another teacher is the coordinator (for 74-75).

☐ 26. Number of interview committees you sat on since January 1974.

☐ 27. Number of memberships in civic organizations or clubs which you feel are necessary to support your professional growth and development plan. Account for only those which have been approved by your supervisor for 74-75.

☐ 28. Number of appointments you were assigned to act as a laison officer to some agency outside of COM for 74-75.

☐ 29. Number of workshops, seminars, papers published, papers given at meetings, concerts, art shows, recitals, etc., you participated in for 74-75.

☐ 30. Number of meetings, workshops, seminars, concerts, art shows, recitals, etc., you attended directly related to your profession or area of instruction.

☐ 31. Number of approved, documented experiments or research activities you performed in your teaching for the college. Do not count anything that has not received the approval of some administrator of the college or that is not documented and accessible to anyone who chooses to know about the experiment or research for 74-75.

☐ 32. Number of instructional proposals written; either to a committee, to a chairman, or to any administrator of the college. This does not include memos or suggestions to such since September 74.

☐ 33. Current number of advisees.

☐ 34. Number of budget line items you maintain. For example: if you control, record, and account for a supplies code, a non-print rental code, a non-print production code and a travel code, your answer would be four for 74-75.

☐ 35. The committee recognizes that each area of instruction of the college has some unique task or tasks which add to the faculty member's load. For example: in the Sciences it would be the ordering of supplies and physical set-ups of laboratories. In Industrial Occupations it could be the procurement of bulky materials and the maintenance of shop equipment and tools. In the Humanities, it could be the time spent in art productions or the number of essay examinations to grade. In the Nursing Division it could

be the hours spent in clinics, in the P.E. Division it could be the physical implementation of its activities, in the Division of Business it could be the security and inventory problems of materials and supplies, etc.

Please identify the one thing in your workload that you think most other faculty members don't perform. Considering your job as one, a whole, what part of a whole would you consider that the above task represents? For example: A Chemistry instructor says that he has to use his personal truck to pick up bottled water for the chemistry labs several times a semester. He feels that this is a task he performs that no other teacher in the college must do. He feels that this accounts for about 1/80 of his workload. Another example: a teacher had a year's assignment to design an audio-tutorial course, write the scripts, make master tapes, write objectives, etc., for a course she was not teaching, had not taught, and was not going to teach. She felt that this should have accounted for 1/10 of her load per semester.

37. Comment on your current load.

38. What would you recommend to the committee as a reasonable load policy?

☐ 39. Number of years employed by College of the Mainland.

VIII RESULTS OF LOAD PROFILE QUESTIONNAIRE

RESULTS OF PROFILE QUESTIONNAIRE

Mean	Standard Deviation	High	Low		
86.30	41.29	165	24	1.	Total number of students taught in one semester (use spring '75 12th class day rolls).
3.04	1.71	1	8	2.	Number of distinct courses that you are teaching this spring.
18.40	5.13	33	10	3.	Number of scheduled contact hours per week this spring (the sum of the numbers in the boxes below should be the total for item 3).
4.83	4.67	20	0		a. Taught by the lecture method; formal presentation primarily one-way communication.
6.14	6.76	26	0		b. Laboratory; instructing, preparing, and supervising student investigation.
.80	1.71	8	0		c. Independent Study; for example: Math Lab, Typing Lab, Reading Lab, etc.
4.68	4.55	16	0		d. Recitation/discussion; two-way communication of the course materials.
2.22	4.47	27	0		e. Tutorial; students work one-to-one with the instructor.
9.04	5.23	23	5	4.	Number of officially reported office hours per week.
7.28	5.49	25	0	5.	Number of individual student conferences or tutoring sessions not officially scheduled. Estimate the average/week.
4.00	2.99	15	0	6.	Number of course documents prepared or revised beginning January 1974, ending January 1975.
1.02	1.01	4	0	7.	Number of committee assignments, as a part of College of the Mainland's Committee on Committees Program, beginning in September 1974 to the present.
.19	.40	1	0	8.	Number of above committees you chaired.
.74	.77	3	0	9.	Number of advisory committee assignments locally or for the state for 74-75.
.21	.41	1	0	10.	Number of above committees you chaired.
3.66	3.48	16	1	11.	Number of Division or sub-Division meetings per month.
.21	.46	1	0	12.	Number of sponsorships of COM clubs, activities, etc., for which there is no monetary reimbursement for 74-75.

Mean	Standard Deviation	High	Low	
.13	.49	3	0	13. Number of sponsorships of COM clubs, activities, etc., for which there is monetary reimbursement for 74-75.
8.79	9.02	50	0	14. Number of students given personal career or financial counseling, outside of normal advisement (est. for Fall 74).
3.38	3.24	15	0	15. Number of students helped in career placement, That is, number of students you helped to find a job, wrote letters of reference, arranged job interviews for them, etc., as part of your normal workload (est. for Fall 74).
.52	1.17	5	0	16. Number of overload classes taught without pay for 74-75.
.19	.58	3	0	17. Number of overload classes taught with pay for 74-75.
1.17	1.63	7	0	18. Number of course coordinations; how many courses are you the coordinator for? A coordinator is defined as one who must periodically call and chair meetings with other instructors teaching the course (for 74-75).
1.85	1.86	7	0	19. Number of part-time instructors, full time instructors, interns, or paraprofessionals you are required to assist, supervise, that is, provide them with documents, materials, tests, etc. since September 1974.
1.34	2.78	13	0	20. Number of lectures or public seminars you have performed as a member of the college community for which you did not receive pay since September 1974.
1.77	2.56	9	0	21. Number of professional consultations you performed as a member of the college community without pay since September 74.
1.67	2.24	10	0	22. Number of student assistants or student tutors you supervise (for 74-75).
2.32	5.19	30	0	23. Estimate the number of your student recruiting sessions for 74-75.
1.51	2.03	10	0	24. Estimate the number of your articulation sessions with senior colleges or high schools for 74-75.
.96	1.64	7	0	25. Number of courses taught where another teacher is the coordinator (for 74-75).
2.04	2.40	12	0	26. Number of interview committees you sat on since January 74.
1.55	1.95	8	0	27. Number of memberships in civic organizations or clubs which you feel are necessary to support your professional growth and development plan. Account for only those which have been approved by your supervisor for 74-75.

Mean	Standard Deviation	High	Low		
.36	1.22	8	0	28.	Number of appointments you were assigned to act as a laison officer to some agency outside of COM for 74-75.
2.02	3.17	15	0	29.	Number of workshops, seminars, papers published, papers given at meetings, concerts, art shows, recitals, etc., you participated in for 74-75.
3.74	3.51	30	0	30.	Number of meetings, workshops, seminars, concerts, art shows, recitals, etc., you attended directly related to your profession or area of instruction.
.81	1.10	4	0	31.	Number of approved, documented experiments or research activities you performed in your teaching for the college. Do not count anything that has not received the approval of some administrator of the college or that is not documented and accessible to anyone who chooses to know about the experiment or research for 74-75.
.72	1.19	5	0	32.	Number of instructional proposals written; either to a committee, to a chairman, or to any administrator of the college. This does not include memos or suggestions to such since September 74.
35.96	24.26	150	8	33.	Current number of advisees.
2.47	2.54	14	0	34.	Number of budget line items you maintain. For example: if you control, record, and account for a supplies code, a non-print rental code, a non-print production code and a travel code, your answer would be four for 74-75.
4.10	2.10	8	.5	39.	Number of years employed by College of the Mainland.

35. Please identify the one thing in your workload you think other faculty members don't perform.

ABE

walk-in nonreaders who must be diagnosed individually/and immediately; continuous enrollment and diagnostic testing goes on constantly which makes time difficult to manage; 30 hours a week contact time 3/4

Division of Business

responsibility for chairing division; off-campus co-op coordination and placement 2/5

write programs and keypunch and debug things on the computer prior to students' using it in class 1/20

maintaining computer - repairs and security 1/80

too many clerical records 1/2

makes out entire division class schedule 1/20

working with U.H. interns 1/15

operation of lab without regularly assigned assistants; give make-up exams for other division courses

individualizing work outside of class; heavy critiqueing; individual counseling; setting up AV equipment; gathering creative materials 1/3

early morning and late night classes

individual conferences with students; contacts off campus with employers and recruiting 3/10

Human Development

trading off to teach in the Humanities division every semester - different course, different text each semester (working under two divisions); conferring with faculty on referrals of students; supervising lab for other teacher's students; training and supervising lab staff; reading extremely poorly written essays 2/5

team teaching; coordinating materials and activities; preparation for class since I am a new faculty member; heavier because of individualization 2/5

budget preparation; preparing audio-visual and printed materials; attempt to perform services to other instructional areas; answering inquiries about our program 2/5

Humanities

significant number of writing assignments which demands 8-10 hours per week in grading

I lean over backwards to accommodate shift workers; I am not prone to dropping students

reading and research

courses are overlayed in the same time frame

extensive number of composition papers

arrange and set up concerts; budget planning; scheduling

Industrial Education

maintenance and repair of lab equipment; off-campus visits with industry 1/5

designing classes which can be worked around the equipment shortages

ordering supplies; obtaining scraps for class use; repair of equipment; recruiting students and working with employers; picking up and delivering supplies and equipment; visiting with people in industry to keep abreast of current needs

accounting for and repairing tools and equipment 1/8

coordination of instrution for non-credit courses; frequent trips for supplies and parts; personal vehicle involved in securing parts; inventory of equipment; repair of equipment; substitution for non-credit instructors

supervision of part-time instructors 2/5

job placement; supervising part-time instructors; site trips; maintaining equipment; keeping abreast of TEA changes

course development; personnel management; interruptions and special meetings pertaining to the business of the division; AIDP coordination

Law Enforcement

teach in the law enforcement training program 3/10

constant new preparation and revamping for law enforcement training; providing assistance to local police departments; spending time driving to off-campus classes 3/5

Math/Science

supervision of A research projects (their design and implementation) and B journal readings

ordering and maintaining and inventory of lab supplies for all labs; maintaining greenhouse; advising students on "A" research projects; obtaining supplies; revising tapes, scripts and handouts for labs

Math/Science - Con't.

physical preparation of labs 1/4

responsible for 9 courses - their design, implementation, evaluation 100%

trips to electronics supply places; personal expenses for operating materials; own time making up audio tapes

management time required to operate the math lab 3/25

ordering and maintaining and purchasing inventory; purchasing expendables; number of contact hours 1/20

preparing audio-tutorial formal (instructor initiated) 1/4

designing learning activities; keeping equipment and media in good condition; revising tests; keeping track of tests and other paper work; updating student records 1/3

Nursing

grading care plans; driving to and from remote clinical stations; assignments; legal responsibility for behavior of students 1/2

making patient assignment for students; grading care plans; 12 hours in clinic 1/2

check student care plans 1/5

check student care plans 1/5

write contracts for each clinic area; coordinate clinical areas in three counties; legally responsible for every COM student in hospital; must have own personal liability at own expense; driving to hospitals; must arrive at clinical station two hours ahead of students to select patients

trips to Houston for clinical experience (must use own vehicle but receive pay) trips to Houston for making assignments; weekly care plans; individual conferences 20 hours

do ? in lab; pick up supplies from hospitals; order supplies for lab; clean lab

grading care plans; preparation of assignments prior to students' clinical experience; carry liability insurance; driving to clinical stations

amount of nursing students who are sponsored by SER; grade, evaluate and go over care plans

Physical Education

constant supervision of activity in the building; informal instruction between classes; set up equipment for classes; safety; security of equipment

checking equipment in and out; setting equipment up for classes; price checking for equipment; supervision of gym activities; keeping up personal physical skills

Physical Education - Con't.

safety in gym; setting equipment up for class; playing with students equals informal instruction; keeping up personal skills

Social Science

teaching in two distinct subjects outside of my major (through personal choice)

counseling students with personal problems; grading essay exams

collection of supplies for group activities; interpretations of personality; inventories outside of class 1/3

counseling students with personal problems; assisting faculty with research

laison work with Mexican-American community 1/10

heavy load of background reading to stay current 1/3

excessive number of different preps almost on regular basis; involvement in team teaching; heavy grading load; background reading to stay current 2/5

grading higher level objective exam questions; compiling oral history of Galveston and producing A-V materials on local history 1/5

37. Comment on your current load.

What I expected (2 persons)
Pretty much what I expected. We were warned before we signed our contracts.

Maximum load (5 persons)
Load is plenty. Could not handle more.

Equitable (14 persons)
In terms of my job description, I think it is pretty fair and reasonable.

No comment (3 persons)

Heavy or unreasonable (26 persons)
Feel like teaching overloaded. Too many hours per week in class. Not able to do innovative work. My current load makes it impossible to attend to all items in my job description.

Heavy load (5 chairpersons)
I would like to either teach or be chairperson. Both are too much.

Miscellaneous
Feel this year's load is Atypical.

Presently, I am quite busy preparing for lectures, and clinical. Furthermore, some students who are behind require additional conference time in order to catch up and keep up with the overall class.

Average 10 hours a day on campus--Average 3 hours on weekends tending to college business.

Excessive emphasis on methodology--the "how" rather than the "what." Probably total work load OK, but improperly balanced.

The combination of the job description and the work with the Mexican American community is a heavy combination.

Number of distinct, diverse preparations is the pressing variable for me. Everthing else must fall in place around that.

For first year students in communications, limit class size.

AVT intern does not have complete responsibility for each class. Would like to see intern have more direct responsibility. Six contact hours = 1 course load. Three course is a load.

Disatisfied with use of computer to indicate work load. Current computer print does not reflect my complete teaching load.

Each year I attempt to accomplish "extra" things that will make my teacher more effective and my job easier. Each year I am presented a new plan to work on that will make my teaching more effective and my job easier.

The work load is direct tied to the quality of instruction. I feel that I can do job x with y number of students; if I have to work with y+10 then--all other things equal--the quality is x-10.

38. What would you recommend to the committee as a reasonable load policy?

Need to consider time as well as task. Load should be based upon agreement between individual and chairman.

I don't feel anything could be done to alleviate and matter although it would be helpful to have more help, it would not be justified.

Committee should not come out with a college wide policy--should be decided by divisions. More time to write documents. Time involved should be of more concern that tasks--I work about 60 hours per week to keep my division functioning. In my opinion this study will not be valid unless you take into consideration the time.

Preparation time for tasks should be taken into consideration.

Any recommendations should be based upton time involved, not upon number of tasks. Divisional policy rather than campus-wide.

No more than 1:10 ratio (in clinical situation).

Flexible, quantified system, that gives an equitable representation of the job, but does not effect status or salary.

Be able to do all work in 40 hours without having to take work home at night and on weekends.

That the load be designed by the instructor and his division chairman to their satisfaction. That "overloads" of any nature be noted in writing. That the instructor be left alone thereafter.

Form an equation containing variables based upon this questionnaire.

Load policy should vary with departmental structure.

Determine hours spent by faculty members. Performing assigned tasks, considering only number of tasks performed is too superficial. Consider also person's background, nature of course and students, philosophy of college, etc. Not sure how one would go about calculating this.

Do not change current policy.

No increase.

I don't believe extra hours with students your reading to make oneself a better teacher--15 hours class,5-8 hours office time. Should be regulated by a time schedule.

Four or five courses instead of seven to ten.

Present faculty position description is acceptable.

38. Continued, What would you recommend to the committee as a reasonable load policy?
Page Two

If teaching composition courses, the instructor should be assigned no more than 100 students, with no more than 40-50 of those being enrolled in composition courses.

Should be equitable in all departments, night classes, lectures, large groups, length of time per day on campus, presence on campus every day. No professional growth and development plans; no evaluation. Take a look at position description as to how it is applied in different divisions. Inadequate communication and loss of time.

Course coordination should result in 12 hours maximum. Two committee assignments or one committee/one chairmanship should equal three hour reduction.

Class load should be no more than twenty students per class.

Fifteen contact hours, six scheduled office hours, three hours preparation, if none are new, and thirty hours active advisees.

One committee assignment per semester or one chairmanship per year, maximum of 3 preps. Fifteen hours in class, one experiment per year, 7 1/2 hours per week office hours spread out in equitable way (college wide), maximum of 40 advisees, and 8 hour day maximum; night classes one semester per year. Heavy professional involvement should be considered. Also, new faculty should have reduced load.

No more than two classes scheduled back-to-back.

Set up a point system to provide equitable faculty loads-please consider "labs" as teaching assignments. If a minimum amount of time is required on campus (as set forth in the position description), then a maximum should also be set.

Four courses are equivalent, total of 100 students, 25 advisees, one committee as task force assignment, 5 office hours per week, and 12 contact hours.

Effort in right direction-getting different aspects of a job down and taking into account the uniqueness of a job.

Chairman's contact hour load be not more than 1/5 or 2/5 of the instructor's contact hour load requirement.

Eighteen-twenty one contact hours and three preparations.

Recommendation for Automotive Area only-no more than 3 preparations and no more than 20 contact hours/week.

Fifteen contact hours, eighteen students per class for 6 semester hours, and no more than 2-6 hour classes per semester.

38. Continued, What would you recommend to the committee as a reasonable load policy? Page Three

With lab situation three classes would be quitable and with no lab courses, five classes should be considered. Lab and lecture should be equated hour for hour. Another full time instructor should be hired in area of welding.

Consider the number of courses being taught. Consider the number of courses being taught by the instructor for the first time. Regard lab preparation as 1 1/2 times as demanding as regular lecture preparation. Consider actual time required for course support (telephone and personal contacts, paperwork, trips,etc.) Make professional development a meaningful required part of the load.

Five sections, four preparations per semester, additional weight should be given to labs. General blanket policy for college not divisional policies.

I think the work load should reflect about 35 hours of work per week. Agreement between division chairman and individual faculty members should be the justification.

Teach 10 credit hours in fall, and seven hours in spring, 22 contact hours per year, and 17 credit hours per year with regular load in summer.

Like twenty hours of contact.

My present load.

Under the MBO System, load should be determined by each faculty person and her/his chairperson. Guidelines, of course, for contact hours, lab and course equivalents, advisement activities, coordination, approved research, etc. should evolve from this survey.

Whatever it is should be equitable across campus.

Fifteen contact hours is a good policy-should equal 100% of the work load. However, with one additional 10% (Mex.-American community work), this is like teaching an extra course without pay.

I think the committee might attempt to identify a variety of "core-variables" out of the Myriad number of variables in our loads, and work out some rough general equivalency formulas beyond "15 contact hours or equiv.", number of preps. and number of advisees.

Limit first year communications classes to 20 students.

Fifteen contact-hours per week, four preparations, and 25 students per instruction per class period.

Do not believe a general policy is appropriate, since there are so many variables between programs. Difficult to be both chairman and instructor.

In favor of a point system.

38. Continued, What would you recommend to the committee as a reasonable load policy?
Page Four

It must be set individually between employee and supervisor, 40 hours work is healthy.

The minimum of what job description states anything beyond teaching classes and grading papers and talking to students and persons and sponsoring clubs-person should be given credit for all.

Fifteen contact hours in science field, lab should be equivalent to lecture hours because of preparations for audio-tutorial. For people who do more than share on committees should count a part of load-now 65% of profession willing to serve on committes.

Labs should count as other contact hours, committee and organizational memberships should be considered.

Chairman should be 1/5 instruction only.

Labs showed 2:3 ratio depending on nature of lab. Three preparations-maximum. Would like point system.

Experience considered partic. preps. Committee partic. shouldn't be required-extra time spent with students.

Teachers should be accessible to students.

IX CONCLUSIONS BASED ON RESULTS OF LOAD PROFILE QUESTIONNAIRE

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIA1 COURSE PLANNING

(1) Survey questions related to this area of the position description 6, 18, 19, 25, 31, 32, 34

(2) Analysis of Data

There is a great diversity of activity in course planning. The typical instructor has prepared any where from 1 to 7 course documents. He is coordinating one course, however, the range indicates that 64% of COM instructors are coordinating 0 to 3 courses. Our typical instructor has only one course that he does not plan. Questions 18 and 25 indicate that the typical instructor is coordinating more courses than someone is coordinating for him, additionally, question 19 indicates that he is having to supervise 2 part-time instructors. Questions 31 and 32 dealing with experimentation and innovation indicate that many instructors are involved in either no or very little activity in these areas.

(3) (Conclusions) Relationships of data to the position description

Instructors are unequally involved in activities which are specifically not in the position description, i.e.;

(a) course coordination

(b) supervision of part time instructors.

whereas instructors are writing and revising course documents in accordance with the position description, there is disparity in the number.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIA2 IMPLEMENTATION

(1) Survey questions related to this area of the position description 1, 2, 3, 4, 5, 16, 17, 22, 19

(2) Analysis of data

There is a tremendous variance in the number of students per instructor. Within one deviation any instructor could have 45 to 127 students. The typical instructor has 3 distinct courses to teach each semester and, therefore, has 3 preparations per semester. Sixty-four percent of the instructors have anywhere from 1 to 5 distinct preparations. The typical instructor has 18 contact hours. Again the range is significant in that 64% of instructors could have contact between 13 and 23 hours. There is a significant discrepancy in the number of

office hours reported. The typical instructor believes he has ½ course overload without pay. Thirty-two percent of the instructors feel that they have approximately a two course overload without pay per year. The typical instructor supervises two student assistants per year.

(3) (Conclusions) Relationships of data to the position description

The Institutional Student Teacher Ratio goal for 74-75 is 22:1. The typical instructor has 3.4 excessive contact hours and too few students to maintain a 22:1 STR. There are significant extremes in the number of students per instructor and the number of contact hours.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIA3 EVALUATION

(1) Survey questions related to this area of the position description 31

(2) Analysis of Data

Approximately 60% of the faculty have not been engaged in documented experiments or research activities in their teaching this year.

(3) (Conclusions) Relationships of data to the position description

Although the philosophy of the position description advocates experimentation and innovation in instruction, most of the faculty are not engaged in this activity. This is however in agreement with the functions of the position description.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

I.IB I STUDENT ADVISEMENT

(1) Survey questions related to this area of the position description 14, 15, 33

(2) There is a large variation in the amount of career and financial counseling given students outside of normal advisement. It is significant that our typical instruction has 36 advisees. It is also significant that the ratio of advisees per instructor ranges from 8:1 to 150:1.

(3) (Conclusions) Relationships of data to the position description

Far too many instructors are involved in personal, career, and financial counseling which is not explicitly or implicitly in the position description.

Since the typical instructor has 36 advisees it is very clear that the personalized advisement system has been reduced to a registration procedure. Suppose our typical instructor spent 30 minutes in initial advisement each registration period, then he would be involved in a total of 18 hours. This leaves little time for continuous advisement.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIB2 ORGANIZATIONAL RESPONSIBILITIES

(1) Survey questions related to this area of the position description 7, 8, 26, 28, 19, 34

(2) Analysis of data

Our typical instructor serves on one committee a year. An instructor could have none to four interview committees per year. There is a significant discrepancy in the amount of clerical work required of an instructor to maintain budget control. For question 19, refer to discussion on IIA2. It is significant that 36% of the faculty has not had a committee assignment. Twenty-eight percent of the faculty has had two or more committee assignments.

(3) (Conclusions) Relationships of data to the position description

The typical instructor's participation in these activities is in accordance with the functions of the position description. Too few faculty either by not volunteering or by not being selected are involved in committee work.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIC COMMUNITY, COLLEGES AND SECONDARY SCHOOLS

(1) Survey questions related to this area of the position description 29, 30, 31, 27

(2) Analysis of Data

Our typical instructor serves on one advisory committee. There is significant discrepancy in the number of public lectures or siminars performed by the faculty, also in the area of professional consultations. Fifty-five percent of the faculty has participated in articulation sessions which is significant. There is a wide range of faculty participation in student recruiting. Sixty-six percent of the faculty has not participated in student recruitment which means 34% of the faculty is engaged in student recruitment.

(3) (Conclusions) Relationships of data to the position description

All items surveyed in this area is in agreement with the position description with the exception of those dealing with student recruitment. Since the position description does not require participation in student recruitment, there are excesses in this activity.

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IID PROFESSIONAL GROWTH

(1) Survey questions related to this area of the position description 29, 30, 31, 27

(2) Analysis of Data

It is interesting that the typical instructor has actively participated in a workshop, seminar, concert, art show, etc., or published at least twice during the year. Ninety-four percent of the faculty has been involved in a professionally related activity in their profession or area of instruction.

Approximately 40% of the faculty has been involved in documented research activities in their teaching.

(3) (Conclusions) Relationships of data to the position description

There is a discrepancy in the degree of participation in professionally related activities and subsequent follow through in documented experiments or research activities.

The position description does not adequately define "Relating to Professional Growth and Evaluation."

INSTRUCTOR POSITION DESCRIPTION ACTIVITY

IIE INSTITUTIONAL ACCOUNTABILITY

(1) Survey questions related to this area of the position description II

(2) Analysis of Data

Our typical instructor is involved in 4 division or sub-division meetings per month.

(3) (Conclusions) Relationships of data to the position description

No conclusions. The committee feels it did not sample sufficiently for this area of the position description.

OTHER CONCLUSION

(1) Very few instructors, 19% of the faculty, are sponsoring COM clubs and activities. The position description does not require these activities. (Questions 12 and 13)

X COLLEGE OF THE MAINLAND FULL TIME INSTRUCTOR

POSITION DESCRIPTION

COLLEGE OF THE MAINLAND

TEXAS CITY, TEXAS 77590

POSITION DESCRIPTION

FULL TIME INSTRUCTOR

I. PHILOSOPHY:

The relationship of the instructor to the student is one of senior/junior colleague. The instructor is committed to the following:

1. Democratic model
2. Academic freedom
3. The systems approach in instruction
   a. Experimentation and innovation in instruction
   b. Behavioral objectives and performance learning objectives
4. Management by objectives model
   a. Administration by objectives
   b. Teaching with behaviorally specified objectives

II. FUNCTIONS

A. Relating to Instruction

The instructional function is primary to all other functions. The goal of all instructional functions is to promote education of the total person. The following headings (1, 2, 3) are in order of priority.

1. Course Planning

The instructor will
   a. Design behavioral learning objectives in document form.
   b. Experiment with designs of behaviorally specified learning objectives.
   c. Acquire, develop, create, and schedule appropriate instructional media (print/non-print) for courses taught.

d. Prepare thoroughly for each (and all) class(es).
e. Adapt various teaching techniques to meet class and individual learning needs.

2. Implementation

The instructor will
a. Meet classes as scheduled at least fifteen (15) hours per week or make adequate alternative arrangements.
b. Produce a climate of inquiry through free expression and interaction.
c. Facilitate educative resources beyond the classroom and classroom needs.
d. Facilitate interdisciplinary experiences for students.
e. Meet scheduled office hours for consultations one and one-half hours per day, five days a week.

3. Evaluation

The instructor will
a. Utilize evaluative devices for teaching effectiveness, e.g., tests, questionnaires, opinionnaires, rating scales, anecdotal records, etc.
b. Utilize evaluative devices for course effectiveness.

B. Relating to the College

1. Student Advisement

The instructor will
a. Participate in formal student advisement in the areas of curriculum and course guidance.

2. Oranizational Responsibilities at All Levels (Organizational Chart)

The instructor will
a. Strive for open communication.
b. Participate in decision making.
c. Provide constructive management effectiveness feedback.
d. Cooperate and collaborate with employees.

3. Priority of Activities

Position load will be equitable and will recognize the following priorities and parameters:

a. Teaching and student consultations
b. Preparation for teaching
c. Intra/interdepartmental obligations (supervision, coordination, budget management)
d. Committee/task force assignments

NOTE: Items b, c, and d normally require at least one and one-half hours per day.

C. Relating to the Community

The instructor will be supportive of the activities of the college district, e.g.:

a. Positive relationships with colleges and secondary schools
b. Positive relationships with community groups

D. Relating to Professional Growth and Evaluation

The instructor will develop and implement his own professional growth and evaluation plan.

E. Relating to Institutional Accountability

The instructor will

1. Participate in the management by objectives model.
2. Be responsible to the appropriate supervisor(s) within the accountability model.
3. Maintain appropriate materials for a tenure file.

III. DEFINITIONS

A. Instructor: one who teaches

B. Teaching: act of facilitating learning

C. Student: a learner

D. Community: the college district

E. Measurability and Evaluation Parameters

1. Cognitive
   a. Time required to measure and evaluate cognitive learning
   b. Degree of success or achievement
   c. Measurement and evaluation instrument(s), e.g. tests

2. Affective
3. Psycho-Motor

XI SELF STUDY REPORT ON FACULTY LOAD

Teaching Loads and Other Duties

The normal teacher load consists of fifteen (15) semester hours or the equivalent (Personnel Reference Manual, Section E..4). Budgetary considerations have established that the College must maintain a 20:1 student-teacher ratio. These two constraints have been applied to academic faculty load planning to mean each instructor has 15 semester hours assignment or 15 contact hours per week, and Academic Programs collectively has a 20:1 student-teacher ratio. The instructor teaching 5 classes which carry 3 semester hours credit and require 3 contact hours per week with an average of at least 20 students per class poses no problem in interpretation or scheduling. Since many courses do not fit this pattern, the problem of "equivalence" must be dealt with.

The approach used by the Director and Division Chairmen in Academic Programs is as follows:

I. General Considerations

A 20:1 student-teacher ratio means 20 full-time student

equivalents per full-time instructor. A full-time student equivalent is defined by the Texas Co-ordinating Board as 15 semester hours, so variations in instructor assignment should focus on maintaining 300 student semester hours (20 x 15) per instructor. This permits equating 1, 3 and 4 credit courses and provides chairmen and instructors more flexibility in devising experimental and innovative formats for instruction. There have been planned instructor loads which deviate from 15 hours but exceed the 300 semester hours criteria. Unanticipated developments in enrollment in a rapidly growing student body occasionally require undesirable loads for one semester.

II. Some examples of variations in instructor load by subject area are:

A. Art enrollment is low, so the instructor proliferates offerings to attract more students. He has 15 contact hours but teaches two courses for each 3 contact hours and provides an open lab to conserve his contact time. By persistent scheduling innovations he is able to attain 200 to 270 semester hours.

B. Biology awards 4 credit hours for 6 student contact hours per week. By employing an audio-tutorial format and para-professional assistance we keep instructor contact hours ranging from 15 to 16 1/2 hours while exceeding 300 semester hours.

C. Chemistry, like biology, awards 4 credits for 6 weekly contact hours. One instructor, by combining office hours with open labs, achieved 288 credit hours while keeping contact hours at 15 per week.

D. Reading and Math Communications 134, 137, and Math 130, 131, 132 are taught in lab formats with full-time para-professional assistants in a way which generates high semester hours but keeps instructor contact hours at 15 per week.

E. History and English offered during mornings and afternoons meet in the auditorium for 1 1/2 hours lecture and subdivide into small groups for an additional 1 1/2 hour seminar. English instructors therefore have 300 semester hours but often less than 15 contact hours. History chose to offer more but smaller seminar groups, which yields 15 contact hours, over 300 semester hours and, in the case of one instructor, 7 different sections (21 semester hours).

F. Physical Education and Music courses, with a few exceptions, are 1 semester hour courses which meet 3 hours per week. Instructors loads are 15 contact hours and as many semester hours as can be arranged. These are well below the 300 semester hour loads and must be compensated for with well over 300 semester hour loads by instructors teaching other courses.

G. Low enrollment courses such as journalism, philosophy, speech, Spanish, engineering, physics, geography, humanities, and anthropology are taught by part-time instructor or full-time faculty qualified to teach in another field.

H. Office hours of at least one hour per day are maintained by the faculty.

I. The number of different preparations is planned to be no more than 3 with the exceptions cited in the above Sections A and G.

At present the factors considered in determining "a teaching load" are: office hours, enrollment, number of sections, number of different preparations, number of semester hours, and number of weekly contact hours.

The guidelines suggested by the Texas Education Agency concerning the teaching load of Technical-Vocational instructors include the following:

1. The teaching load of Technical-Vocational instructors shall follow the contact hour model. Contact hour is defined as one hour in which a student has contact with an instructor. For example, 20 students x 18 weeks x 3 hours per week would equal to 1080 contact hours.

2. Lecture and laboratory hours are counted in the same manner and on the same basis.

3. Additional consideration of the teaching load would include number of students, number of preparations, number of hours contacted per week, in lecture and number of hours contacted per week in laboratory work. This information is reported to the TEA.

4. Additionally, the Director and Department Chairpersons of Technical-Vocational programs would consider experimentation in the classroom, innovations, number of advisees assigned, number of committees assigned, course development, development of learning packages, and any other activities that are related to instruction.

An area that provides some variations from this consideration would be the teaching load of cooperative education co-ordinators. Consideration for co-op co-ordinators includes number of hours per week to develop training stations, number of seminar hours, recruitment of students, visits to training stations for evaluations, and other activities related to work experience.

The Division of Business accommodates both transfer and technical-vocational courses. Therefore, both formulas (TEA guidelines and Co-ordinating Board) have to be considered by the Division of Business chairperson in assigning teacher load.

The teaching load for the full-time instructors in the Division of Adult Basic Education is based upon 15 contact hours with about thirty students in each class.

Faculty members are requested to maintain at least five office hours per week, serve on at least one committee (if appointed), continuously write and evaluate documents for each course, advise approximately twenty-five students, maintain an effective junior/senior colleague relationship with students (sponsor a club, take part in student activities, and so on), prepare audio-visual materials, arrange for off-campus activities connected with course content, interact with the social life of their community, keep up with developments in their field of competence (travel to professional meetings, maintain membership in appropriate societies, take additional courses, and so on), and maintain a record of all the foregoing to make application for tenure.

Full-time faculty members seeking to secure employment outside the College community must have the permission of the appropriate Dean or Director. (Personnel Reference Manual D..6).

XII ASSUMPTIONS MADE BY THE COMMITTEE

It is the philosophy of the committee that a restrictive, activity-quantified, formula-based, load policy is better at this time than an unrestrictive arrangement made between Instructor and Chairman. The committee feels that an unrestrictive arrangement is generally preferable, but not feasible or realistic at COM since it is based on two premises that the committee feels are not in evidence:

One - The MBO model is practiced, understood, and working.

Two - If the MBO model were adopted, then chairmen and instructors would be fair and ethical in its implementation.

The committee bases its recommendations on the following assumptions:

(1) Equitable teaching loads are desirable.

(2) Equitable teaching loads are an element in staff morale.

(3) The COM Board-approved, Position Description For Full Time Instructor is the primary document for instructor activity. It is the "what."

(4) The COM Board-approved, Position Description For Full Time Instructor is the primary document for an instructor's activity priorities, that is
   (a) Teaching and student consultations
   (b) Preparation for teaching
   (c) Intra/Interdepartmental obligations (supervision, coordination, budget management)
   (d) Committee/Tast Force assignments

(5) Load is the measure of an instructor's activities and priorities. It is the "How Much."

(6) Load should reflect all aspects of the Position Description.

(7) Load can be quantified.

(8) Activity quantifiers are necessary because of external agencies and regulations.

(9) Activity quantifiers are necessary for staffing the college.

(10) Activity quantifiers are necessary for planning budgets.

(11) Activity quantifiers are necessary for planning changes in programs and curricula.

(12) Activity quantifiers should not be so low as to endanger the fiscal position of the college.

(13) Activity quantifiers should not be so low as to prohibit reasonable fiscal support for nonrevenue generating activities.

(14) Activity quantifiers should not be so high as to endanger the physical and/or psychological health of instructors.

(15) Activity quantifiers should not be so high as to reasonably prohibit professional growth.

(16) The Committee will limit its recommendations to the Instructor Position not AVT Instructor, Paraprofessional, Teaching Counselor, or Chairman.

(17) There are inadequacies in the present load policy and/or its implementation.

XIII RECOMMENDATIONS MADE BY THE COMMITTEE

RECOMMENDATION 1

The measure, L, of activities outlined in the Instructor's Position Description be based on one of the following formulas for fall and spring semesters.

$$L_1 = .375\left(\frac{SXC}{1650}\right) + \frac{.375}{2}\left(D + \frac{P}{3}\right) + \left[.056\left(\frac{S}{110}\right) + .033\left(\frac{A}{20}\right)\right] + .061\left(\frac{M}{2}\right) + .10 + AD$$

$$L_2 = .375\left(\frac{S_1 + 2S_2 + 3S_3 + 4S_4 + 5S_5 + 6S_6 + 7S_7 + 8S_8}{330}\right)\left(\frac{C}{15}\right)$$

$$+ \frac{.375}{2}\left(D + \frac{P}{3}\right) + .056\left(\frac{S}{110}\right) + .033\left(\frac{A}{20}\right) + .061\left(\frac{M}{2}\right) + .10 + AD$$

In the case of summer semester one of the following formulas

$$L_1 = .375\left(\frac{SXC}{600}\right) + \frac{.375}{2}\left(D + \frac{P}{2}\right) + \left[.056\left(\frac{S}{40}\right) + .033\left(\frac{A}{20}\right)\right] + .061\left(\frac{M}{2}\right) + .10 + AD$$

$$L_2 = .375\left(\frac{S_1 + 2S_2 + 3S_3 + 4S_4 + 5S_5 + 6S_6 + 7S_7 + 8S_8}{120}\right)\left(\frac{C}{15}\right) + \frac{.375}{2}\left(D + \frac{P}{2}\right)$$

$$+ \left[.056\left(\frac{S}{40}\right) + .033\left(\frac{A}{20}\right)\right] + .061\left(\frac{M}{2}\right) + .10 + AD$$

DEFINITION OF THE VARIABLES

S_1: Number of students in all sections of a <u>one</u> credit hour class as of the 12th class day.

S_2: Number of students in all sections of a <u>two</u> credit hour class as of the 12th class day.

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S_8: Number of students in all sections of an <u>eight</u> credit hour class as of the 12th class day.

S : Number of students in all sections as of the 12th class day. ($S = S_1 + S_2 + \ldots + S_7 + S_8$)

C: Number of real contact hours per week. That is, all hours in which the teacher is in contact with a semesterly scheduled group of students as distinguished from a student conference. The instructor's supervisor is responsible for reporting accurate contact hours.

D: Number of documents to be written or revised in that semester as approved by the instructor's supervisor. Once the number of documents has been approved, the instructor is responsible to revise or write that number of documents and cannot be held accountable for more than that amount.

P: Number of distinct preparations. The number of distinct course numbers assigned to an instructor. A lab and a lecture for one class is not under this definition considered to be two preparations.

A: Number of current advisees on the 12th class day as reported by Student Personnel Services.

M: Number of weekly meetings as approved by the instructor's supervisor.

AD: Adjustment by administrative decision: See Recommendation 3.

EXPLANATION OF ELEMENTS IN THE LOAD FORMULA

1. The load formula is based on an average or typical instructor and his rate of activity. It is assumed that 40 hours would be required by such an individual to accomplish the activities being measured. There will, however, be individual variations in the actual amount of time needed. Therefore, it is more feasible to translate load into percentage of total activity rather than time.

2. Only those activities and variables easily measured and readily available have been considered in the formula.

3. All multipliers in the formula have been based on COM research, literature findings, Instructor Position Description, and committee judgements.

4. The load formula is based on a 22:1 student/teacher ratio for fall and spring and a 20:1 student/teacher ratio for the summer. (Instructional Goals Document)

5. The load formula is based on preparation of 4 documents per year. (Research findings)

6. The load formula is based on three course preparations per semester. (COM research findings and JC 730 002)

7. The load formula is based on a 40-hour work week. (Convention, Austin Community College recommended 35, JC 730 002 recommended 31)

8. The load formula is based on 20 advisees per instructor. (First policy document on student advisement)

9. The load formula is based on 2 conferences at ½ hour each per advisee per semester. (First policy document on student advisement)

10. The load formula is based on 7½ office hours per week. (Position Description)

11. The load formula is based on 2 meetings per week, for a total of 2½ hours per week. (Research findings) If a committee assignment is added during a semester, it is to be considered in the following semester's L computation.

12. The constant, .10, in the formula is the term for professional development. (Research findings and committee decision).

13. Number of students, S, and number of contact hours, C, are equally weighted in the load formula.

14. The load formula is based on 15 hours per week contact time. (Position Description)

15. AD: Adjustment by Administrative Decision: This variable of the formula is used to provide a measure for activities not covered explicitly in the Position Description. Its definition and value is covered in recommendation 3. AD is assumed to be 0 (zero) unless defined.

16. The standard value for L is 1.

17. If L is less than 1, then L is said to measure an "underload."

18. If L is greater than 1, then L is said to measure an "overload."

19. If L is less than 0.95, then L is said to measure a "significant underload."

20. If L is greater than 1.05, then L is said to measure a "significant overload."

EXAMPLES OF COMPUTED L (Fall & Spring)

Table I

S_1	S_2	S_3	S_4	S_5	S_6	S_7	S_8	S	C	D	P	A	M	Student-contact For L_1 in %	Student-contact For L_2 in %	Documents & Preparation in %	Student Consultations in %	Meetings in %	L_1	Overload	Underload	Compensation	L_2	Overload	Underload	Compensation
		110						110	15	1	3	20	2	37.5	37.5	37.5	8.9	6.1	1.00				1.00			
			75					75	21	1	3	45	.5	35.8	47.7	37.5	11.2	1.5	.96				1.08	X		$ 693
					40			40	20	1	2	45	.5	18.1	36.4	31.3	9.5	1.5	.70		X		.89		X	
							45	45	18	1	3	60	.5	18.4	49.1	37.5	12.2	1.5	.80		X		1.10			$ 893
		20			40			60	24	1	4	55	.5	32.7	54.6	43.8	12.1	1.5	1.00				1.22	X		$1902
			90					90	15	1	3	50	1	30.7	40.9	37.5	12.8	3.1	.94		X		1.04			
			12		12			24	33	5	8	150	.5	18.0	30.0	1.48	26.0	1.5	1.99	X		$8601	2.11	X		$9641
		120						120	15	3	3	30	.5	40.9	40.9	75.0	11.1	1.5	1.38	X		$3336	1.38	X		$3336
			10		62			72	20	1	4	45	.5	32.7	62.4	43.8	11.1	1.5	.99				1.29	X		$2495
		110						110	24	1	3	50	.5	60.0	60.0	37.5	13.9	1.5	1.29	X		$1983	1.29	X		$1983
							75	75	16	1	2	25	.5	27.3	72.7	31.3	7.9	1.5	.78		X		1.23	X		$2032
			80					80	18	1	1	20	2	32.7	43.6	25.0	7.4	6.1	.81		X		.92		X	
			80					80	18	1	2	20	2	32.7	43.6	31.3	7.4	6.1	.87		X		.98			
		110						110	15	1	5	20	2	37.5	37.5	50.0	8.9	6.1	1.13	X		$1083	1.13	X		$1083
		130						130	12	1	5	20	2	35.5	35.5	50.0	9.9	6.1	1.11	X		$ 994	1.13	X		$ 994
		20			40			60	15	1	3	30	.5	20.5	34.1	37.5	.08	1.5	.77		X		.91		X	
190								190	18	1	6	25	.5	77.7	25.9	56.3	13.8	1.5	1.59	X		$5139	1.07	X		$ 648
135		15						150	15	1	7	25	.5	51.1	20.5	62.5	11.8	1.5	1.37	X		$3200	1.06	X		$ 541
		30					8	38	19	1	3	10	3	16.4	22.2	37.5	3.6	9.2	.77		X		.82		X	
							15	15	24	1	2	9	2	8.2	21.8	31.3	2.3	6.1	.58		X		.71		X	

EXAMPLES OF COMPUTED L (Summer)

Table 2

S_1	S_2	S_3	S_4	S_5	S_6	S_7	S_8	S	C	D	P	A	M	Student-contact For L_1 in %	Student-contact For L_2 in %	Documents and Preparation in %	Student Consultations in %	Meetings in %	L_1	Overload	Underload	Compensation	L_2	Overload	Underload	Compensation
		40						40	15	1	2	20	2	37.5	37.5	37.5	8.9	6.1	1.00				1.00			
			20					20	15	1	1	20	2	18.8	25.0	28.1	6.1	6.1	.69		X		.75		X	
			28					28	15	1	1	30	.5	26.3	35.0	28.1	8.9	1.5	.75		X		.84		X	
60								60	15	1	5	20	2	56.3	18.8	65.6	11.7	6.1	1.50	X		$4305	1.12	X		$1055
					15			15	20	1	1	10	2	18.8	37.5	28.1	3.8	6.1	.68		X		.85		X	
							10	10	16	1	1	10	3	10.0	26.7	28.1	3.1	9.2	.60		X		.76		X	
	2	15						17	25	1	3	0	2	26.6	25.5	46.9	2.4	6.1	.92		X		.91		X	
		25						25	7.5	1	1	0	.5	11.7	11.7	28.1	3.5	1.5	.55		X		.55		X	
					20			20	7.5	1	1	20	2	9.4	18.8	28.1	6.1	6.1	.60		X		.69		X	
30		6						36	12.5	1	2	20	2	28.1	12.5	37.5	8.3	6.1	.90		X		.74		X	

UNDERLOADS

In the event of a significant underload the college has the responsibility to either increase the value of the variables or contract with the instructor a mutually agreeable activity and value for an AD term, an AD term in agreement with AD policy.

If an instructor is significantly underloaded for two consecutive semesters, serious consideration should be given to the need for the position.

OVERLOADS

In the event of a significant overload the college has the responsibility to either decrease the value of the variables or make a minimum monetary compensation on the basis of the following formula:

$$\text{Minimum Overload Compensation} = \$8666.7\ (L-1)$$

No significant overload should ever be allowed to exceed 1.25, and no significant overload should be required of an instructor. For examples of overload compensation see Columns 23 and 27 of Tables 1 and 2.

RECOMMENDATION 2

Recommendation I be tested by the administration for Summer I, II, Fall, and Spring of 1974-75. The test run be shared with all faculty and staff. The proposed policy be experimentally pursued for data gathering purposes only for Fall and Spring of 1975-76 and at the end of March '76 faculty and administration be given the opportunity to evaluate and decide. The Dean of Instruction should request the Committee on Committees to form an evaluation committee to determine the outcomes of the experiment.

RECOMMENDATION 3

A committee be formed in early Fall '75 to complete the writing of the guidelines for the AD term. The committee should consider the following:

A load number of less than .95 indicates that an AD activity could be included in an individual's total work load. Listed below are activities documented from research which instructors are doing but are not included in the position description:

1. Community activity
2. Liaison officer
3. Supervision of part-time instructors and student assistants
4. Research
5. Course design and development
6. Development of instructional materials
7. Course coordination
8. Club sponsorship
9. Student recruiting
10. Awkward scheduling
11. Administrative responsibilities
12. Civic organizations
13. Instructional proposals
14. Chairperson responsibilities
15. Professional consultations
16. Articulation with educational institutions

These activities could, therefore, be considered AD activities.

Also to be considered AD activities would be (1) Non-credit teaching

assignment, (2) Restrictions on the variables placed by agencies outside the college and over which the college has no control.

The committee has not yet assigned weights to these tasks; that will be the job of the new committee. In general, however, when determining the AD activity, percentage of workload (see #1 in Explanation of Elements) should be the criterion. If it is desirable, a plan for accountability may be built into the model with accountability falling at the end of each semester.

Each instructor and his immediate supervisor will develop a mutually agreeable plan for the AD activities and their implementation. A copy of the plan should be filed with the appropriate associate dean. Any disagreements between the two parties should be resolved with the assistance of a committee appointed through COMEA or through the existing grievance policy described in the faculty handbook.

UNIVERSITY OF CALIF.
LOS ANGELES
SEP 1975
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